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Community Entry Skills Program

Summary

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COMMUNITY ENTRY SKILLS PROGRAM
SUMMARY

- by -

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Completed under contract to
Rocky Mountain School Division #15

Evaluation commissioned and funded

by

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REPORT ON THE COMMUNITY ENTRY SKILLS PROGRAM
ROCKY MOUNTAIN HOUSE SCHOOL DIVISION #15

ABSTRACT

The purpose of the evaluation was to determine the extent to which a program designed to effect a transfer of skills to practical situations would be successful.

The program was conducted for a three-year period and was designed specifically for junior and senior high school students of low intellectual ability in the educably mentally handicapped range. A somewhat unique feature of the program was a community worker in addition to the staff of teacher and para-professional. Another feature of the program was the emphasis on practical applications of all skills learned and the degree to which instruction was arranged in community settings rather than in the classroom.

The evaluation included information from the target group and comparison groups also enrolled in alternative programs. Changes in academic achievement and attitudes were determined and were supplemented by subjective assessments of the actual independent functioning of the students.

Results suggest that transfer of basic skills to practical situations was highly successful. Personal attitudes changed in a positive manner. However, attitudes toward the world of work changed in a negative manner. The data suggest that inappropriate student placement in alternate programs may have occurred. There was little difference between the changes for the various groups studied in regard to the learning of basic skills (reading, mathematics and spelling), attendance, percentage attrition rates, and parental support. Major differences occurred for the target program group in improvements in personal attitude and in the excellent transfer of skills to life situations.

Recommendations include reference to further studies of programs specifically teaching for transfer of skills, follow-up of students in these programs in three years time, a review of student selection for alternate programming, well-defined criteria for student selection, and a training module for schools to assist in altering student attitudes toward employment.

Conclusions of the study are positive regarding successful completion of the following objectives: transfer of skills; mastery of life management training; and demonstrated application of listed objectives. The conclusions of the study are indecisive regarding the effectiveness of this program in terms of measurable returns for effort expended, even though most of the objectives were met and it appears transfer was successful. The number of man hours, the modifications required and the specificity of the training required suggest that the program was extremely expensive in terms of the benefits obtained.

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OVERVIEW

Community Entry Skills Program was a program designed to provide alternative schooling for non-academic students in grades 7, 8, 9, and 10. These students had experienced failure in the regular program due primarily to low ability and were primarily in the educable mentally handicapped category. The most unique feature of the program was the supervision and training of transfer of skills from the classroom to the practical life setting in the community. The program was studied over a three year period.

BACKGROUND

The need to modify programs for educable mentally handicapped in small communities is necessary due to the failure of these students to successfully transfer urban training to a practical rural setting. The program began in one room of a middle school, where it continued the second year. The original group of students moved to a high school for level three, while the middle school continued to house the level one and two portions of the curriculum. Each year students entered at all three levels in an attempt to maintain them near their chronological peer levels.

PROJECT DESIGN

1. Objectives

The primary goal was to train students to be self sufficient, contributing members of the small rural community. A second goal was to inform the community of the worth of these potential citizens. A variety of objectives and topic areas were outlined in an attempt to structure the program toward meeting the primary goal. These objectives included the following:

a. to learn to drive.

b. to learn skills of employment interviewing.

c. to learn to read schedules.

d. to learn the use of newspapers (want ads, weather, job search).

e. to learn to work with others.

f. to learn oral communication skills (listening, explaining, using telephone).

g. to learn hygiene.

h. to learn to tell time (counting, numbers).

i. to learn to count money (counting, reading prices, sequencing).

j. to learn budgeting (saving, credit, buying good value).

k. to learn the sources of assistance available in community (R.C.M.P., fire department, clinic, drug store, dentist, hospital, public health, banking facilities).

l. to learn to cook (measurement, shopping, directions, reading recipes).

m. to learn to care for clothing (laundry, repairs, appropriateness).

n. to learn child care practices.

o. to learn basic essential vocabulary.

p. to develop a positive self-image as independence increases.

q. to develop a sexuality and family planning knowledge.

r. to learn to shop for groceries.

s. to learn to shop for clothing.

t. to learn recreational activities (swimming, golf, cross-country skiing).

u. to learn essentials of environmental education.

The program developers believed the students achievement of the stated objectives would be judged in terms of the following types of growth:

a. That the target individuals would become self sufficient and employed.

b. That the community would be more knowledgeable and accepting of the exceptional members within the community.

c. That employment opportunities would be increased to include not only service occupation jobs, but also jobs within a wider range of occupation.

d. That skills taught formally could be transferred to practical situations to provide the competency required to ensure success of expected outcomes 1, 2, and 3.

e. That, if successful, this type of transition program could become a permanent feature of rural communities, rather than remaining within the reach of only a few urban centres.

f. That individuals will receive the opportunity of becoming participating community members and experience the dignity of being self-sufficient.

2. Student Selection

Students were selected using the following guidelines:

-target students were defined as educable mentally handicapped

-inclusion was determined by poor achievement, I.Q. below 75±5, parental approval and recommendation of school personnel.

3. Staffing, Space and Facilities

The curriculum was divided into three levels. Levels one and two were housed in a middle school containing Grades 6, 7, and 8. The initial target group out-grew the middle school after the second year. They were relocated in a high school for the third year of the program (level three). The middle school continued to offer levels one and two of the program for new entrants. Access to a kitchen area with sink, stove, refrigerator, microwave, cooler and deep freeze was necessary. Use was made of school facilities such as: gym, industrial arts, home economics, playground, office equipment, etc. Use of community facilities included: arena, swimming pool, bowing alley, tennis courts, golf course, hospital, senior citizens drop-in centre, day cares, kindergartens, park areas, camping sites, lakes, ski hills, etc.

The program was designed to include 20 students being served by 1 teacher, 1 paraprofessional and a community worker. This arrangement was successful for the first two years. The third year of the program saw an expansion of level three to the high school. The decision was made to curtail the staffing to 2 teachers and 2 paraprofessionals spread between the two programs. The position of community worker was eliminated. The program during year three had the potential of serving 40 students with 4 staff members. Student attrition kept the pupil-teacher ratio much lower.

4. Curriculum

The curriculum was designed to provide specific training in life skills required to function independently in the community. Topics included budgeting, consumer training, cooking, home making, child care, communication, decision making, etc. Individual project topics could be chosen according to student interest. Areas included were hog raising, cattle ranching, small engine repair etc. A large percentage of the curriculum time was devoted to handling money and to learning recreational skills. Completion of each topic occurred as mastery was effected.

5. Evaluation Methods

The initial target group and all students entering the program during years 2 and 3 of the study were included. Three control populations were also included. It was not possible to match the control groups completely, therefore groups were chosen for similar characteristics such as comparable size communities, similar I.Q's, alternate programming.

Assessment instruments included comparison of age and I.Q., attrition rates, attendance, Wide Range Achievement Test, Attitudes Towards the World of Work, Student Attitude Survey, Parent Questionnaire, descriptive summary of skills achieved, observation of objectives attained as listed in the curriculum overview.

Measurements were taken of all groups at the end of the first and third year. Measurements of the target group and the control group three were also taken during year two.

EVALUATION RESULTS

Employers, teachers, parents and others who were involved with the Community Entry Skills Program levels one and two, felt the program was generally successful, especially when these students would have experienced very little success in a regular school program. The program was successful in several ways:

1. Students achieved success in meeting objectives outlined in the curriculum.

2. Employers continued to be supportive over the three years in spite of decreased availability of jobs. Students continued to have job placements.

3. Students demonstrated practical application of the skills trained by completing a variety of projects designed to challenge mastery and test integration of the skills trained.

4. Students were able to successfully participate in a variety of recreational activities designed for individual and family involvement.

5. Students demonstrated an improved attitude about their own self worth and about their ability to decision make and problem solve.

6. Students demonstrated a feeling of belonging in the community by their involvement in the community and their acceptance of responsibility toward specific aspects of the community such as public buildings, parks, persons requiring assistance in the community.

7. The attendance of these students was high even though attrition also tended to be high.

The following statistical information also serves to evaluate success of the program.

Academic Results

Administration of the WRAT to all students at the end of year one, and at the end of year three, provided a measure of academic progress. The results are limited, however, because the following variables could not be controlled: the number of students in the sample was very small;

few students remained in the project for the three year time period; and of great significance, the goals and objectives of the teacher teaching the initial target group for the last year of the study changed dramatically. During no point in the three years was there a significant increase in grade equivalent achievement. See Table 1.

Certain outcomes were noted:

1. Reading grade equivalent scores were consistently approximately one year beyond the spelling grade equivalent scores.

2. Spelling grade equivalent scores were consistently approximately one year above the mathematics grade equivalent scores.

3. The least variability of student scores within groups was in the mathematics area.

4. Unusual outcomes included the failure of ability to predict achievement level for Control Group One.

Student Attitude Survey Results

During the third year of the study, the students' self perceptions changed significantly in a positive direction for the following groups:

- Target group 2 and 3 (in the program for 2 and 3 years at level 1 and level 2 of the curriculum).

- Control group one and control group three (see Table 3)

Students remaining in the study over the three year period were compared between years one and two and between years two and three. These students, considered most similar.

The students considered most similar, initial target group one (in the program for the full three years and the initial control group 2 in the study for 3 years) showed no significant change in any comparisons of the three years results. It is speculated that the groups were too small (N of 4: N of 2) to reasonably measure change. See Table 2.

Attitudes Toward the World of Work Results

The students in all programs unanimously felt that getting and holding a job is outside the control of the individual.

The initial target group in the program for 3 years, demonstrated a less positive attitude towards the work world than did students in the program for only two years. The shift of the goals away from the working world during the target group's last year may have contributed to the generally negative perceptions of the work world held by these students. This becomes more probable as the positive feelings of the target group with one and two years in the program are compared.

TABLE 1: AVERAGE GRADE EQUIVALENT SCORES FOR THE INITIAL TARGET AND INITIAL CONTROL STUDENTS STILL REMAINING IN THE PROGRAMS: READING, SPELLING AND ARITHMETIC FOR FIRST AND THIRD YEAR OF STUDY

	READING					SPELLING					ARITHMETIC				
	1981		1983			1981		1983			1981		1983		
	N	$\bar{X}$	N	$\bar{X}$	Diff*	N	$\bar{X}$	N	$\bar{X}$	Diff*	N	$\bar{X}$	N	$\bar{X}$	Diff*
Target 1 (Initial Target Group)	3	5.8	3	6.2	.4	3	3.5	3	4.8	1.3	3	3.5	3	4.8	1.3
Control 2	2	4.7	2	5.1	.4	2	1.9	2	4.2	2.3	2	4.1	2	3.4	(-.7)

*not significant at the $p<.05$ level

TABLE 2: CHANGES IN STUDENT ATTITUDE DURING 1980-81 AND 1982-83

1980-1981					1982-83				
Group	Statistic	Pre Measure	Post Measure	Change*	Group	Statistic	Pre Measure	Post Measure	Change*
Target #1	N	4	4		Target #1	N	4	4	
	$\bar{X}$	92.8	100.5	7.75		$\bar{X}$	94.0	93.25	-0.75
	SD	4.86	1.0			SD	6.0	6.55	
Control #2	N	2	2		Control #2	N	2	2	
	$\bar{X}$	86.5	91.5	5.00		$\bar{X}$	86.5	88.5	2.00
	SD	0.70	3.53			SD	3.53	6.36	

* not significant @ $p < .05$ (one-tailed tests)

TABLE 3: STUDENT ATTITUDE SURVEY RESULTS - YEAR THREE: ALL GROUPS

POPULATION		PRE-MEASUREMENT	POST-MEASUREMENT	CHANGE SCORE
Target Group 1 (Initial Target Pop in Program for 3rd year)	MEAN	93.11	94.5	1.4
	S.D.	6.01	6.02	
Target Group 2 and 3	MEAN	83.5	100.2	16.7*
	S.D.	9.41	7.98	
Control Group One	MEAN	82	89.8	7.7*
	S.D.	5.7	5.19	
Control Group Two	MEAN	94.4	99.5	5.12
	S.D.	10.11	11.5	
Control Group Three	MEAN	83.5	94.8	11.3*
	S.D.	9.42	4.96	

* - significant @p $<$ .05 level

Some scales showed no change for the initial target group over three years. These scales included the poor school preparation for employment, the students' failure to value diligent work, the high valuing of job security over other job features, the belief that independence is not a priority, the perception that getting and holding a job is outside the control of the student, the general lack of self confidence in getting and holding a job, the acceptance of unemployment as normal, and a generally negative and pessimistic attitude towards earning a living. For this group, changes in attitudes occurred in the following scales:

-the students now seek more interesting and varied positions

-they have an increased attitude of wanting as much as possible for as little effort as possible

-they view employers less positively

-money has become more important

-these students view friends as being more important now than in seeking job success

-these students now view social relations as being important to job satisfaction.

These response patterns are similar to other studies involving this type of student. A major conclusion is that curricula should be modified.

Considerable attention should be given to developing curriculum which addresses the following attitudes:

1. job preparation by the school;
2. interest and variability of job;
3. diligence as a virtue;
4. independence regarding job satisfaction;
5. money regarding job satisfaction;
6. locus of control in obtaining and maintaining a job;
7. employer characteristics and needs.

Many of the underachieving students share similar beliefs and attitudes related to the work world.

Parents Opinion Questionnaire

The parent questionnaire had a lower total response rate (20%) for the last year, as compared with the first year response rate of 100% for the target population and 20% for control populations. The parent responses for the last year were equally distributed among the various populations.

Generally they felt the students had changed positively in the following areas: cooperativeness, ability to perform household tasks, and better money sense. The perception of target student parents was higher than the control student parents in their perceptions of their children having better social skills, and having more positive attitudes towards school. No parents saw their children as having adequate training to live independently at this time.

Attendance Comparisons

Over-all attendance in the program improved steadily with each year of the study, suggesting the programs were meeting a felt need of these students. The high turnover in the Rocky Project Experience program, Control Group Three suggests inappropriate screening and student selection. It is possible that the original screening procedures were being ignored over the length of the study.

The increased attendance may also have been influenced by the scarcity of jobs and money, as the economic situation worsened over the three year study.

Achievement Demonstrating Application of Life Situations

The target population years 2 and 3 (students within the curriculum level one and two) demonstrated several examples of mastery and transference of skills. These included:-

-catering a noon banquet for 200 teachers;
-the successful management of a school confectionary;
-a regular once-a-week hot lunch program;
-participating successfully and using appropriately a variety of community recreational facilities;
-maintaining a steady supply of repeat employers.

The target population has not been able to demonstrate complete independence due to the short time line. The need for a follow-up in 3 years time is required to more accurately measure success of transfer to practical living.

PROBLEMS ENCOUNTERED

The Community Entry Skills Program was a very popular program. The pressure to include non-achieving higher functioning students soon caused a shift in the characteristics of the program due to the school compliance with parental demands.

Attrition of students from all programs was high due to the nature of the students. Low numbers of students at the outset of the study meant that it was difficult to use statistical data, especially with high attrition over three years.

Data gathering was occasionally very fragmentary. The control populations out of district were most cooperative. The greatest problem occurred in the initial target population for the last year of the program, (level 3).

Divergence of goals and objectives away from the original defined goals and objectives also caused difficulties in level three of the target population. This inconsistency can be attributed to changing staff and the relocation of the program into a high school setting.

CONCLUSIONS

Little gain was made in academic achievement.

Attitudes toward work altered in a negative direction.

Attendance for all programs was good to excellent.

Parental support was good for all programs, but parents failed to demonstrate continued involvement once the programs demonstrated even a small success with their children.

Intelligence scores increased in all but one program, suggesting that these programs may well be using inappropriate selection and placement procedures.

Students retention in the program is low, suggesting they may be used as a funnel out of the educational system.

Significant increased self-esteem was a factor in the target program. The target program did achieve very considerable positive changes in skills application to life situations.

The first two years of the target program appear to have met most of the objectives listed in the curriculum. Best met were:

- the mastery of most of the skills outlined for level one and two of the program;
- the excellent transfer of these skills to practical situations;
- the supportiveness of employers for the program evidenced by the continued availability of jobs;
- the continued presence of these students in the community;
- the appropriateness with which these students use recreational facilities;
- the positive changes in these students' attitudinal responses.

The goals successfully met include:

- acceptance and awareness by the community of these students' worth;
- broadening of jobs from service into the helping areas;
- excellent transfer of skills to the practical.

Un-met goals include:

- demonstrated self sufficiency;
- full time employment;
- permanent entrenchment of the program.

RECOMMENDATIONS

It is recommended that:

1. There be a review of student selection procedures for alternate programs.

2. There be training provided for school personnel in procedures for altering students' attitudes towards the work world; with emphasis on job preparedness, place of diligence in job maintenance, employment opportunities, control of student over obtaining and maintaining a job, understanding the employer's situation.

3. There be further study of modified programs emphasizing transfer to determine practicality for rural areas.

4. There be a follow-up study of the target students in three years, to determine success rates of these students in life situations.

5. There be a study conducted of the characteristics of the type of student now found in alternate programs, and the programming emphasis implemented in alternate programs. The areas of concern to include:

    - rates of attitude change;
    - time lines of peak learning periods;
    - predictions of learning cycles.

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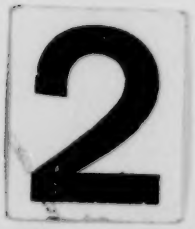

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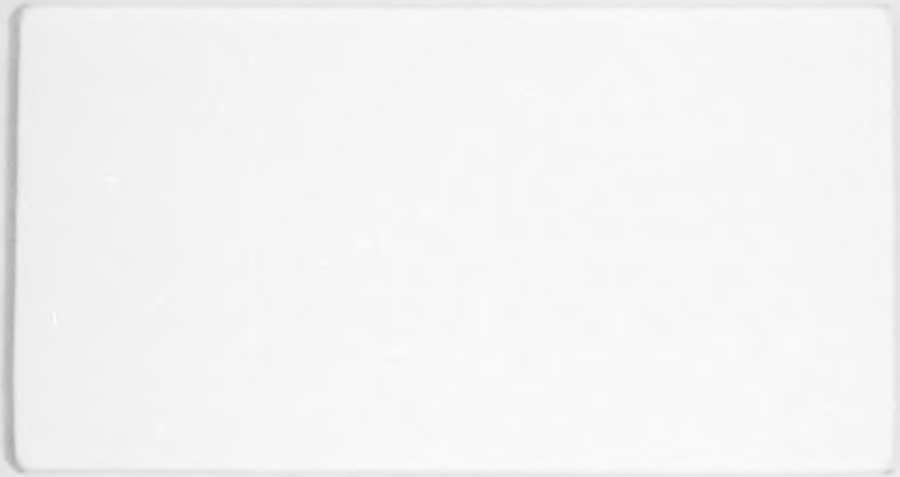

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ABSTRACT

The purpose of the evaluation was to determine the extent to which a program designed to effect high practical transfer of skills would be successful.

The program extended for a three-year period and was designed specifically for students of low intellectual ability in the educably mentally handicapped range. Unique to the program was a community worker in addition to the staff of teacher and para-professional. Unique also was the emphasis on practical application of all skills learned and the degree of instruction occurring in the community settings rather than in the classroom.

The evaluation included the target group and control groups. Measurements of change in academic achievement and attitudes were combined with the subjective assessments of actual independent functioning of the students.

Results suggest that transfer to the practical situations was highly successful. Personal attitudes changed in a positive manner. World of work attitudes changed in a negative manner. Data suggest that inappropriate student placement in alternate programs may be occurring. There was little difference between the changes for the various groups studied in regard to the learning of basic skills, attendance, percentage attrition rates, parental support. Major differences occurred for the target population in personal attitude changes towards the positive and in excellent transfer of skills to life situations.

Recommendations include further studies of programs specifically teaching transfer of skills, follow-up of students in these programs at a three-year distant time frame, a review of student selection for alternate programming, a well-defined criteria for student selection and a training module for schools to assist in obtaining positive student employment attitudes.

Conclusions of the study are positive regarding successful completion of the following objectives: transfer of skills; mastery of life management training; demonstrated application of listed objectives. The conclusions of the study are indecisive regarding the effectiveness of this program in terms of measurable returns for effort expended, even though most of the objectives were met and it appears transfer was successful. The number of man hours, the modifications required and the specificity of the training suggest that the program was extremely expensive in terms of success measured.

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Overview

The Pioneer Community Entry Skills Program was begun in September, 1980 and is scheduled to reach completion June, 1983. It is designed to provide alternative schooling for non-academic students in grades 7, 8, 9, 10 who are not experiencing success in the regular school program in the Rocky Mountain School Division #15. The most unique feature of this program is the supervision of transfer of skills from the classroom to the practical life setting in the community.

Project Design

Goals of the Program

At the outset of the program the goals and objectives were clearly defined. These goals and objectives listed in the report of year one and the report of year two were in no way altered for the third year of the program. The students were to become effective in life skills required in day-to-day independent living.

1. Goal of the Program:

   - to provide the target population with a training program to equip them to function independently in the community.

2. Objectives of the program:

   1. to learn to drive.
   2. to learn skills of employment interviewing.
   3. to learn to read schedules.
   4. to learn the use of newspapers (want ads, weather, job search).
   5. to learn to work with others.
   6. to learn oral communication skills (listening, explaining, using telephone).
   7. to learn hygiene.
   8. to learn to tell time (counting, numbers).
   9. to learn to count money (counting, reading prices, sequencing).
   10. to learn budgeting (saving, credit, buying good value).
   11. to learn the sources of assistance available in community (R.C.M.P., fire department, clinic, drug store, dentist, hospital, public health, banking facilities).

12. to learn to cook (measurement, shopping, directions, reading recipes).
13. to learn to care for clothing (laundry, repairs, appropriateness).
14. to learn child care practices.
15. to learn basic essential vocabulary.
16. to develop a positive self-image as independence increases.
17. to develop a sexuality and family planning knowledge.
18. to learn to shop for groceries.
19. to learn to shop for clothing.
20. to learn recreational activities (swimming, golf, cross-country skiing).
21. to learn essentials of environmental education.

The objectives of the third level of the program have been altered from the original list of stated objectives. Little information is available regarding the direction the altered objectives took. The information forms provided for the gathering of information necessary to complete this report were not returned. The enrollment record was not provided, nor were the daily attendance figures available. Therefore it is difficult to report with any certainty on part of the level three program. The general impression from informal information sources suggest very little integration in the community occurred, emphasis was directed toward academic achievement, few students obtained driver's licences, none participated in defensive drivers courses or in St John's Ambulance courses and there was no encouragement toward independent membership in recreational clubs within the community. Most of this above information was obtained informally from the teacher of the program. It is understood that the objectives, although unwritten, were directed toward improving in-school behavior, integration in school-based activities and in academic achievement. The degree to which the first two objectives were met cannot be commented on since no information was presented for inclusion in this report. The degree to which academic improvement occurred can be discussed since these students were available for the end of the level three evaluation assessments including Attitude Towards the World of Work, Student Attitude Survey, and Wide Range Achievement Test.

Description of the Program

Student Selection

Initially students were selected for the program using the following guidelines:

- Target group of students were defined as educable mentally handicapped
- Inclusion in the program determined by achievement, I.Q., parent approval, recommendation of school personnel
- Students with I.Q. below 75±5, and with accompanying poor achievement in school were targeted for this program

Student selection during the third year of the program was altered to include, at all three levels, students who were not achieving well in the main stream. At level three some students were not assessed for academic or intellectual ability at the request of the parents. At level one and two students who were of average ability but suffered cultural and/or emotional deprivation were included as were native students. Parental approval and school administrative approval were still required.

Instructional Design

The first two years of the program used a unit approach to the various areas of study. Mastery was expected at each level before progress could occur. A criterion referenced approach was used

for all teaching units to determine success of students. This criterion referenced approach defined mastery to be achieved when students demonstrated success in implementing a specific skill in a practical life situation.

Instruction was divided into half days in class and half days on-site; supervision was undertaken by the teacher and community worker respectively.

Changes occurred for the last year of the three year study. At level one and two the program continued to use a unit approach with great success. Emphasis was placed on the running of a school canteen. This unit integrated a wide range of skills in a practical setting and also presented the students in a favorable manner to the general student body. The time split of one-half day in class and one-half day on site was reduced due to shortage of jobs and lack of supervisory personnel. One teacher-aide meant short staffing in the classroom each time community-site placement occurred.

Level three was characterized as a traditional approach of integrating students for half the day into main-streamed classes wherever possible and to a special class format the remainder of the day. Emphasis was placed on individual study, group vocabulary and communication skills both oral and written and on computational skills in mathematics.

Few activities were arranged according to individual progress. Most activities were small-group-teacher-directed.

Staff, Space, Facilities, Funding

Level one and two programs occur in one classroom in a middle school containing grade 6, 7, and 8 students. There is one teacher and one teacher-aide. There is no community worker. The enrollment numbered twenty students over the year. For the first two years, there was a community worker.

The level three program occured in one classroom in a high school with one teacher and one teacher-aide. The students, with two exceptions, were integrated half days into regular classes. There was no community worker. The enrollment numbered approximately twelve students.

Facilities for the level one-two program included a kitchenette attached to the classroom, use of home economics and industrial arts laboratories, art and physical education, as well as all community facilities including use of swimming pool, parks, skating arena, curling rink, tennis courts, bowling alley and work stations around town, where students received work experience but no remuneration.

Facilities for level three program included community facilities as was required. The use of the softball diamond and the football field and the arena for skating were noted; however, no other information is available about community facilities included in the level three program.

The program was designed to include 20 students being served by 1 teacher, 1 paraprofessional and a community worker. This arrangement was successful for the first two years. The third year of the program saw an expansion of level three to the high school. The decision was made to curtail the staffing to 2 teachers and 2 paraprofessionals spread between the two programs. The position of community worker was eliminated. The program during year three had the potential of serving 40 students with 4 staff members. Student attrition kept the pupil-teacher ratio much lower (see TABLE 2).

The duties of the teachers and paraprofessionals remained traditional. The community worker performed job search, job supervision, training on the job for transfer, assisted on field trips and in recreational settings and maintained records of job experiences. The three roles were good interface for each other and provided the total coverage required by a program requiring the variety of activities necessary to achieve the goals defined.

Funding was provided by the school division for the operation of the program. Alberta Education provided funding for the evaluation component of the program.

Expected Outcomes

The goals and objectives of the level one-two program remained unchanged for the final reporting year. The expectations in the level three program must have changed dramatically since so little of the level three program outline was followed during the school year. It is speculated that possibly expectations were directed toward integration of these students back into the regular school program both academically and socially.

Evaluation

Method

All groups were assessed at the end of year one and year three using:

- Comparison of Average Age and I.Q.
- Wide Range Achievement Test
- Attitude Towards the World of Work
- Student Attitude Survey
- Parent Questionnaire

-- see Appendix 2

a) Comparison of Programs and Groups

Control group one is the Sundre Work Experience program. During year one of the program, it was housed in a portable classroom adjacent to the main high school in Sundre. During the third year program it was housed in the meeting rooms of the nearby arena. In effect, the main change is a more segregated program with little opportunities for incidental

integration. The teacher has remained since year one of the study and is still augmenting, modifying and facilitating with enthusiasm. There is interaction with the rest of the staff on a friendly basis and the school and administration presents a very supportive attitude toward the program. The teacher holds class in the morning and performs the job search, job supervision and follow ups to work experience in the afternoon. There is no para-professional attached to the program. Facilities, although esthetically meager, are very effectively used. No students from the beginning of the program are still present. Little up-to-date specific data is available on any of the students in the program due to difficulties in obtaining assessments within the school district during the timeline of this study.

Control group two is the Lacombe Special Class. During year one the program was housed in the Lacombe junior high school in a classroom across from the industrial arts laboratory. Presently this group of students are located in an ideally situated, appropriate sized classroom in the Lacombe composite high school. This change has acknowledged the growing maturity of the students enrolled. The teacher who was with the group at the outset of the study three years ago is still with them and appears contented with the change from the junior high location to the high school location. The teacher is responsible for job search, supervision and evaluation. There is no para-professional attached to the program. The students have little integration except of an informal, incidental nature. Their

status in the school appears low from casual observation. The support of the school administration appears excellent as does the support from central office staff. The student data is generally up to date and appropriately specific. The students are receiving work experience and seem to be generally accepting of this alternative to the school's regular programs. There are two students still in the program who were there during year one of the study.

Control group three is the Rocky Mountain House Work Experience program. It is located in a church hall and has been there for all the years of the study. There is no integration with the regular class students in the district. The teacher is new this year and is one of several which have taught this program since its inception approximately ten years ago. The students attend half days and work half days with the program being offered morning and afternoon. There are two paraprofessionals and one part-time person who counsels and conducts job search, supervision and follow-up. The part-time worker has traditionally been a social worker with Alberta Health and Social Development. There are no students presently enrolled who were in the program during the first year of the study. One student from the initial target group has enrolled in this program.

The control groups were not all observed during year two of the study. Comparisons between groups are difficult but

where it seems logical, these have been made.

In conclusion, the programs all have some work-experience component. Only the Rocky Mountain House programs have para-professionals. The student numbers in all programs are less than half as large as regular classes. The ratio between teacher-student is approximately as follows:

Control 1 - twelve to one

Control 2 - eight to one

Control 3 - sixteen to one, plus two para-professionals and a part-time social worker

Target Group 1 - level 3 - twelve to one, plus one para-professional

Target Group 2 and 3 - levels 1 and 2 - twelve to one, plus one para-professional.

Two programs have made some adjustment to students' continuing maturity, Control 2 and initial Target population. Para-professional assistance was available only with the Rocky Division. Teacher continuity was excellent for target group (levels one and two), Sundre and Lacombe, all of whom maintained their staff throughout the three years.

b) Outcome Indicators

It was anticipated that success of the Community Entry Skills program could be measured by perceived positive changes in academic achievement, attitudinal changes, and the following goals and objectives:

Goals:

a. That the target individuals would become self sufficient and employed.

b. That the community would be more knowledgeable and accepting of the exceptional members within the community.

c. That employment opportunities would be increased to include not only service occupation jobs, but also jobs within a wider range of occupation.

d. That skills taught formally could be transferred to practical situations to provide the competency required to ensure success of expected outcomes 1, 2, and 3.

e. That, if successful, this type of transition program could become a permanent feature of rural communities, rather than remaining within the reach of only a few urban centres.

f. That individuals will receive the opportunity of becoming participating community members and experience the dignity of being self-sufficient.

Objectives:

a. That the skills previously listed will be acquired by the individuals in the program.

b. That these individuals will transfer the skills learned to the practical situations.

c. That the individual's attitudes would be realistic toward employment opportunities and preparedness.

d. That the numbers of employers supportive of these individuals would be increased.

e. That these individuals will remain within the community.

f. That individuals will use appropriately, the recreational facilities of the community.

g. That attitudinal surveys will show outcomes of a positive nature for individuals and for employers.

h. That a solution to the mainstreaming dilemma of the school leaving, mildly retarded individual will be closer to reality by the more successful integration of the educable mentally handicapped students into the community.

Specifically it was anticipated that most of the skills included in the curriculum, Appendix 1 of this report, would be successfully mastered. It was also anticipated that mastery of these skills would be indicated by transfer to real life situations, students' attitudes towards employers, employment opportunities and job preparedness would be more realistic and that numbers of employers supportive to these students would increase.

It was hoped that these students would remain in the community, that they would use community recreational facilities appropriately and that a solution to the mainstreaming dilemma of the school-leaving, mildly-retarded individuals would be closer to reality by successfully integrating them into the community.

There are difficulties in making comparisons with other groups on these topic areas because no other group incorporated these items into the curriculum. A descriptive approach has been used to discuss these indicators and wherever possible, comparisons have been made.

c) Definition of Groups

Students continued to enter the program throughout the study. The original target group entering during the first year of Community Entry Skills is now target group 1. They have in theory been in the program three years. In reality the target group level 3 students are comprised of some students in their third year in the program, some in their second year and a few in the program for the first time, due to the policy of enrolling students at a level most nearly approaching their age group. The next group of students entering Community Entry Skills during year two and year three of the program is labelled target group level two and level three. (See diagram designating the year of the study in which they entered the program. p.16)

The target groups one, two and three are so designated to provide for some comparisons among levels for the groups and to portray the very considerable shift in direction that target group one made during the final year as compared to target groups two and three. Control groups one, two and three remain as in previous years of reporting.

THREE YEAR PROGRAM

Year	First Level	Second Level	Third Level
1981	Initial Target Group		
1982	Second Target Group	Initial Target Group	
1983	Third Target Group	Second Target Group	Initial Target Group

d) Chronological Ages and Intelligence Quotients of Target and Control Groups - 1983: Third Year

The initial target group enrolled in Community Entry Skills Program in 1981 had an average I.Q. of 69. By 1983, due to the practice of including students other than the educable mentally handicapped, the average I.Q. of students in the Community Entry Skills Program has risen to 80, an increase of eleven I.Q. points. The Sundre program has also moved the average I.Q. upwards over the three years from 83 to 94.5, an 11.5 point increase. Lacombe's average I.Q. has been maintained almost exactly. Rocky Mountain House's Work Experience program has seen an increase of seven points from an average I.Q. of 87 to an average I.Q. of 94. (See Table 1)

The obvious conclusion drawn is that generally the alternate programs are being used as convenient placements even if inappropriate. This conclusion is of necessity speculative but it holds serious enough implications to warrant a close look at all alternate programs and the appropriateness of the placements. If this writer's experience is at all characteristic of experiences elsewhere in the province, it would suggest that pupil placement criteria are frequently overruled in favor of convenience for personnel other than the student candidate.

The Lacombe Special Class is the only group to have maintained the appropriate I.Q. average. Their adherence to the selection criteria is laudable.

The chronological ages have not varied significantly from year to year. The only real difference is in the lowering of the age for the target population in levels one and two (years two and three). (See Table 1).

TABLE 1: CHRONOLOGICAL AGES AND I.Q. s OF COMPARISON GROUPS

	TARGET GROUP 1		TARGET GROUP 2&3		CONTROL GROUP 1		CONTROL GROUP 2		CONTROL GROUP 3	
POP.	I.Q.	C.A.	I.Q.	C.A.	I.Q.	C.A.	I.Q.	C.A.	I.Q.	C.A.
1981										
$\bar{X}$	69	16-0			83	15-4	68	16-3	87	16-0
1983										
$\bar{X}$	80	16-1	81.3	14-3	94.6	15	68.5	16-6	94	15
$\bar{X}$ Diff.	11	.1			11.6	-.4	.5	.3	7	-1.0

e) Attrition of Students From All Programs

The attrition of students from all programs was considerable. Of course target groups one and two would be expected to be comprised of new students. The initial target group, target group one,maintained three students and transferred one student to control group three. Control group one had all new students. Control group two who most closely paralleled the initial target group (target group one), also closely paralleled by definition the target group one by having two students remain over the three years. See Table 2.

TABLE 2: ATTRITION OF STUDENTS FROM ALL PROGRAMS OVER 3 YEARS

POPULATION	STUDENTS REMAINING		STUDENTS HAVING LEFT PROGRAM	
	Number	Percentage	Number	Percentage
INITIAL TARGET GROUP I	3	33%	6	66%
CONTROL GROUP 1	0	0	15	100%
CONTROL GROUP 2	2	29%	5	71%
CONTROL GROUP 3	0	0	6	100%

RESULTS

Academic Achievement

Academic Achievement of Target and Control Groups - End of Year 3

Wide Range Achievement Tests in reading, spelling and arithmetic were administered to all groups including the target population group one (initial target group) and the target population 2 and 3 who entered the program during years 2 and 3 of the study. This post-testing occurred at the end of year 3. (See Table 3).

Similar patterns were evident in grade equivalency scores for all groups. Highest scores occurred in reading, then a drop of approximately one grade level was noted in spelling, and finally the arithmetic score was approximately two grade equivalency levels below the reading grade equivalency level. This is a fairly regular pattern for students in alternate programs. It does not suggest that these scores are the actual grade levels of these students, rather it suggests that for this particular, widely used achievement test this pattern of grade equivalency achievement is common.

An interesting trend in the grade equivalency data for year three is the target population 1 achieving as well as the Control 1 population, whose average measured I.Q. tends to be approximately 14 points higher. The average grade equivalency scores for the Control 1 population would be expected to more closely match Control 3 population, since the ages, I.Q.s and programs of

work experience, segregated classroom, and half-time instruction in academic areas, and location is similar.

Generally the measured grade equivalency scores closely pattern the measured I.Q. for the various groups with the one exception noted above. Differences in grade equivalency scores between target population 1 and target population 2-3 can be attributed to a variety of influences including age and curriculum emphasis.

Table 3 also shows the standard deviation of each group for each subject area at the end of year three. The greatest consistency in subject scores within groups was found in mathematics where all subjects within groups performed consistently near the same level. Greatest variability of performance of subjects within groups occurred in spelling for all groups. The variability of reading scores of subjects within groups fell between the other two subjects, and was not unusual in its fluctuation for any of the groups. Control population one performed with greatest consistency but at a lower level than would have been predicted by using ability levels.

TABLE 3 : WRAT SCORES RE: TARGET POPULATION AND CONTROL POPULATION FOR THIRD YEAR OF PROGRAM

		Target Pop. 1	Target Pop. 2&3	Control Pop. 1	Control Pop. 2	Control Pop. 3
Reading	N	9	10	9	8	6
	$\bar{X}$	6.6	5.6	7.0	5.9	7.8
	SD	1.79	1.53	1.20	1.85	1.60
Spelling	N	9	10	9	8	6
	$\bar{X}$	5.0	4.2	5.4	4.8	7.1
	SD	2.23	1.73	1.33	2.00	2.02
Arithmetic	N	9	10	9	8	6
	$\bar{X}$	4.9	3.4	4.8	3.9	5.2
	SD	0.62	0.47	0.91	0.86	2.06

Average Grade Equivalent Scores for the Target and Control Groups in Reading, Spelling, and Arithmetic, for First and Third Year of Study

Table 4 shows the comparisons between all groups for the first and third year of the study. The greatest changes in positive gains occurred in spelling for the initial target group and for the control group two. This positive change is excellent in looking at control group 2, who maintained an average I.Q. unchanging over the three year study. It suggests also that target Group One probably can be expected to increase scores because of the measured increase in average I.Q. over the three year study of 11 points. Of interest is the drop in achievement for control group three. Possibly the selection of students with negative attitudes is an important factor. This suggestion is related to the change in student selection for the target populations and may be highly important in measuring the student attitudes and achievement for alternate programs such as Control Group 3.

The lack of positive change for Control Group 1, in spite of a marked change in measured average I.Q. of 11 points, is disappointing. It is suggested that this group and Control Group 3 may not have emphasized the academic areas to the extent required to effect change or perhaps changed the emphasis on the academic areas over the three year study. Certainly it has been clearly

shown in other studies of alternate programming that gains occur where emphasis is placed. The results suggest a need to closely examine characteristics of this type of student, the programming emphasis in alternate schooling, and the student selection procedures for such educational alternatives.

Academic Achievement for Year 1 of Study

The academic results of the target group (CESP) and the control groups show the Control Group 3 (Project Experience) achieving academically at a higher level. (See Appendix 3.) Speculation is that their higher total of years of schooling, and their higher I.Q. level allowed for significantly higher achievement compared with the target and other control groups. There seemed to be no significant differences among the other groups and it is inferred that academic objectives were equally well achieved among the groups during Year 1 of the study.

Academic Achievement for Year 2 of Study

The target group was the only group who received academic assessments for the purpose of this study, during the second year of the study. The results were not statistically significant and the conclusion is that there were no significant gains or losses in academic achievement during the second year of the study for the target group. (See Appendix 3.)

TABLE 4: AVERAGE GRADE EQUIVALENT SCORES FOR THE TARGET AND CONTROL GROUPS IN READING, SPELLING AND ARITHMETIC FOR FIRST AND THIRD YEAR OF STUDY

	READING					SPELLING					ARITHMETIC				
	1981		1983			1981		1983			1981		1983		
	N	$\bar{X}$	N	$\bar{X}$	Diff	N	$\bar{X}$	N	$\bar{X}$	Diff	N	$\bar{X}$	N	$\bar{X}$	Diff
Target 1 (Initial Target Group)	9	5.25	9	6.6	1.35	9	2.98	9	5.0	2.02	9	3.52	9	4.8	1.28
Target 2 and 3			10	5.6				10	4.2				10	3.4	
Control 1	15	6.25	9	6.9	.65	15	5.47	6	5.4	0	15	4.62	9	4.8	.18
Control 2	8	4.21	8	5.9	1.69	8	1.91	8	4.8	2.89	8	3.46	8	3.9	.44
Control 3	6	9.26	6	7.8	-1.46	6	7.15	6	7.1	0	6	9.73	6	5.2	-4.53

The Average Grade Equivalent Score for the Initial Target and Initial Control Students Still Remaining in the Programs - Reading, Spelling and Arithmetic for First and Third Year of Study

Table 5 shows the comparisons of students remaining in the groups from the initial pre-testing till the end of the third year. No change scores show significant changes. The difference between the groups for increase in reading grade equivalents is minimal. The lag of the target group in spelling grade equivalent change suggests the lack of formal academic instruction which is a feature of the target population's curriculum. This lack of formal instruction is also accompanied by a corresponding lack in written practice. Together they may explain the lag in the spelling scores. The greatest difference between the groups occurs in arithmetic. This difference in grade equivalents may be due to the amount of money training occurring in the curriculum of the target group. Transfer to other arithmetic centred situations could account for this positive change. Certainly the difference is large, though not significant due to the low numbers.

The changes for the target group for the three years are not significant and could have occurred by chance. This result is to be expected when the small N is considered; however, the end academic result seems rather limited when compared with the pupil-teacher ratio, the modified curriculum and the enthusiasm and energy devoted to this program.

TABLE 5: AVERAGE GRADE EQUIVALENT SCORES FOR THE INITIAL TARGET AND INITIAL CONTROL STUDENTS STILL REMAINING IN THE PROGRAMS: READING, SPELLING AND ARITHMETIC FOR FIRST AND THIRD YEAR OF STUDY

	READING					SPELLING					ARITHMETIC				
	1981		1983			1981		1983			1981		1983		
	N	$\bar{X}$	N	$\bar{X}$	Diff	N	$\bar{X}$	N	$\bar{X}$	Diff	N	$\bar{X}$	N	$\bar{X}$	Diff
Target 1 (Initial Target Group)	3	5.8	3	6.2	.4*	3	3.5	3	4.8	1.3*	3	3.5	3	4.8	1.3*
Control 2	2	4.7	2	5.1	.4*	2	1.9	2	4.2	2.3*	2	4.1	2	3.4	(-.7)*

* not significant at the $p < .05$ level

Student Attitude Survey

The Student Attitude Survey was administered to the target populations and to the control populations One, Two and Three. It was administered at the beginning of the year and at the end of the year for the first year of the study, and the third year of the study. A difference in the two responses for each year was computed. A weighting of 3 = SA, 2 = A, 1 = DA was given to the following items:

1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 18,
21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34,
35, 36, 38, 40, 42, 44, 45, 46, 48, 49, 50

A weighting of 1 = SA, 2 = A, 3 = DA was given to the following items:

5, 14, 17, 19, 20, 31, 37, 39, 41, 43, 47

The survey was read aloud to the students because it was possible that some students would be unable to read all of the survey due to weak reading skills.

A copy of the whole survey is found in the appendix [2].

Student Attitude Survey Results for Target Group One, Target Group Two and Three, and Control Groups One, Two and Three for the Third Year of the Program

The table 6 gives information on attitude changes of all groups for the third year of the program.

Target group one, the initial target group had no significantly positive attitude changes during the third year of the program; nor did control group two. These groups are made up of some students not initially present and that may have affected their scores. It is more probable that they effected change during the previous years and therefore were not showing marked improvement during the last year.

Target group 2 and 3, control group one and control group three all show significantly positive changes for the third year of the program. This positive trend suggests that student self perception is markedly improved by any type of alternate programming and modification of curriculum where work experience is a component.

TABLE 6: STUDENT ATTITUDE SURVEY RESULTS - YEAR THREE: ALL GROUPS

POPULATION		PRE-MEASUREMENT	POST-MEASUREMENT	CHANGE SCORE
Target Group 1 (Initial Target Pop in Program for 3rd year)	MEAN	93.11	94.5	1.4
	S.D.	6.01	6.02	
Target Group 2 and 3	MEAN	83.5	100.2	16.7*
	S.D.	9.41	7.98	
Control Group One	MEAN	82	89.8	7.7*
	S.D.	5.7	5.19	
Control Group Two	MEAN	94.4	99.5	5.12
	S.D.	10.11	11.55	
Control Group Three	MEAN	83.5	94.8	11.3*
	S.D.	9.42	4.96	

* - significant @ $p < .05$ level

Student Attitude Survey Results - Population Target Group 1, 1981 to 1983

Table 7 shows the comparison between changes of attitude for the initial target group in the first and last year of the program. Although no significant changes are present it would seem this is due in large part to the very small N (4 students). The first year saw very considerable change which was nearly statistically significant. The third year shows a much smaller positive change rate but none the less sufficiently large to consider it a trend. With results such as these it seems the conclusion can be drawn that although numbers were small, large positive attitude changes made at the outset of the study continued in a declining trend through the three years to the end of the program study.

TABLE 7 : STUDENT ATTITUDE SURVEY RESULTS - POPULATION -- TARGET GROUP 1, 1981, 1983

Year	Statistic	Pre Measurement	Post Measurement	Change Score
1981	N	4	4	
	$\bar{X}$	92.8	100.5	7.75 *
	SD	4.86	1.0	
1983	N	4	4	
	$\bar{X}$	94.0	93.25	2.75 *
	SD	6.0	6.55	

* not significant @ $p < .05$ level

Student Attitude Survey Results - Population -

Control Group 2 , 1981 - 1983

Table 8 shows the comparison between changes in attitude for the control population group 2 in the first and third year of the program. Although no significant changes are present this may in large part be due to the very small N (2 students). A trend toward a large positive change in direction appears to be followed by a declining positive change in succeeding years. Naturally with so small an N this may well be due to chance. Further study of student attitudes over extended periods would be valuable.

TABLE 8: STUDENT ATTITUDE SURVEY RESULTS - POPULATION -- CONTROL GROUP 2, 1981, 1983

Year	Statistic	Pre Measurement	Post Measurement	Change Score
1981	N	2	2	
	$\bar{X}$	86.5	91.5	+5.0 *
	SD	0.70	3.53	
1983	N	2	2	
	$\bar{X}$	86.5	88.5	2.0 *
	SD	3.53	6.36	

* not significant @ $p < .05$ level

Changes in Student Attitude During 1980-81 and 1982-83 for Students Remaining in the Study over Three Years

The table 9 shows the summarized results of the initial students' attitude changes. It seems that until further studies are undertaken to obtain statistically significant data nothing can be said about attitude change. It can be speculated that greatest change will occur during the initial stages of a program and that as the study extends the positive attitude change will slowly decline as it nears plateau levels. This area might be worth exploring for underachievers:

- what rates of attitude change;
- what timelines, with or without plateaus;
- how many cycles can effectively be predicted.

Further study of these students in much larger numbers is a necessity.

TABLE 9: CHANGES IN STUDENT ATTITUDE DURING 1980-81 AND 1982-83

1980-1981					1982-1983				
Group	Statistic	Pre Measure	Past Measure	Change	Group	Statistic	Pre Measure	Past Measure	Change
Target #1	N	4	4		Target #1	N	4	4	
	$\bar{X}$	92.8	100.5	7.75 *		$\bar{X}$	94.0	93.25	2.75 *
	SD	4.86	1.0			SD	6.0	6.55	
Control #1	N	2	2		Control #1	N	2	2	
	$\bar{X}$	86.5	91.5	5.00 *		$\bar{X}$	86.5	88.5	2.00 *
	SD	0.70	3.53			SD	3.53	6.36	

$p < .05$ (one-tailed test)

* not significant @ $p < .05$ level

Attitudes Toward World of Work

Work attitude measures were administered to the target groups at the end of year one and year three. These scales were read to the students in the belief that some students would be unable to read them independently. The fifteen scales are made up of items listed in appendices (see appendix 2). The scale scores are calculated by summing the item scores created by assigning the following numerical values: 1 = SD, 2 = D, 3 = U, 4 = A, 5 = SA. The scoring of Item #25 is reversed. Each scale has a maximum possible value of 25 and a minimum possible value of 5. A description of the scales is shown below:

1. Preparation by School: Students scoring high on this scale perceive their preparation for entrance into the world of work as being adequate. School preparation is seen as appropriately job related.
2. Interest and Variability in Jobs: Students scoring high seek jobs that are interesting, challenging and varied.
3. Diligence: Students scoring high have attitudes favorable to hard work, regardless of supervision.
4. Laziness: Students who have high scores on this scale indicate attitudes of getting as much as possible for as little effort as possible.
5. Job Security: This scale describes students who value job security, often over other characteristics of jobs.
6. Positive Employer Characteristics: Students scoring high on this scale view employers as honest, fair and generally upstanding humans.

7. Independence: Students scoring high on this scale rate the preservation of their own independence above that of other job characteristics.
8. Money: Students scoring high on this scale view salary as being one of the most important determinants of a good job.
9. Ambition: Students scoring high on this scale view striving for success as more important than other considerations like friends.
10. Locus of Control: Students scoring high on this scale view getting and holding a job as being largely a matter outside of their control - luck, knowing the right person etc.
11. Confidence in Succeeding: High scorers on this scale are confident of their ability of getting a job and being successful.
12. Negative Employer Characteristics: Students scoring high on this scale see employers as greedy and unfair - mostly concerned with looking out for their own interests.
13. Social Relations: Students scoring high on this scale see social relations as being the important determiners of job satisfaction. They prefer working with people and a part of a team.
14. Attitudes Towards Unemployment: Students scoring high on this scale view unemployment as undesirable, even shameful.
15. General Attitudes Towards Earning a Living: Students scoring high on this scale have a positive attitude toward earning a living, typified by a statement "I am looking forward to earning my own way".

Attitudes Toward World of Work - 1983

An interpretation of the student scores on the Attitudes to the World of Work scales provides the following information. See tables 10-11.

1. Preparation by the School: The female students' averages ranged from the 3rd percentile to the 94th percentile in their perceptions of the school's adequacy in preparation for the world of work. Initial Target Group (students in the third year of the Community Entry Skills program) viewed the school as having been most successful in providing job preparation. Students in Community Entry Skills target group 2 and 3 and students in the Control Group 3, Work Experience program in Rocky, viewed the school as having done the least to prepare them for job placement. The male student averages ranged from the 3rd percentile to the 61st percentile; the most positive feelings coming from the Control Group 2 (Lacombe Special) and the least positive responses coming from the Control Group 1 (Work Experience program in Sundre). It would seem that of the initial target group the boys feel that they are better prepared by the three year program than during the first two years of Community Entry Skills and this trend is also true of the girls enrolled.

2. Interest and Variability in Jobs: The girl students' averages ranged from the 4th to the 59th percentile. Community Entry Skills initial target population, with three years in the program, perceived that work was available only in jobs lacking interest, challenge and variability. Girls in Community Entry Skills program, target group 2 and 3, viewed the job market more optimistically.

Control Group 1 (Work Experience population Sundre) also saw the job market with optimism in respect to creative, interesting job possibilities. The male students' responses ranged from the 79th percentile to the 4th percentile with the Initial Target Group of Community Entry Skills program being most inclined to believe in the availability of creative, challenging, interesting jobs. All other responses were below the average for the province with Target Group 2-3 of Community Entry Skills program highest at the 28th percentile and the Sundre Work Experience Control Group 1 least optimistic at the 4th percentile. There appeared to be no clear trend in the responses of any of the student groups of the Community Entry Skills program.

3. Diligence: The girls in Community Entry Skills target group 2 and 3 and the Control Group 1 (Sundre Work Experience program) both scored above the average and favor hard work. The girls in the initial target group of Community Entry Skills program and the Control Group 3 Rocky Work Experience program and the Control Group 2 (Lacombe Special Class) all see hard work as not of value. The lack of favor for hard work is also held by the boys in all three years of Community Entry Skills and the Control Group 3 Rocky Work Experience program. The Control Group 1 Sundre Work Experience male students and the Control Group 2 Lacombe Special Class male students see hard work as valuable and scored above average in their positive perceptions of hard work.

4. Laziness: The averages for the female students ranged from the 91st percentile to the 8th percentile. The higher scores for target group 2 and 3 of Community Entry Skills and for the Control Group 2 Lacombe Special Class suggest these students have an attitude of wanting to get as much as possible for as little effort as possible. The students with three years of Community Entry Skills and those in the two Work Experience programs, Control Group 1 and 3, all demonstrate an attitude of willingness to put out considerable effort to obtain rewards.

5. Job Security: High scores for the target population 2 and 3 of Community Entry Skills and the Control Group 1 Sundre Work Experience program reveal these students value job security highly. The Control Group 2 Lacombe Special Class and the Control Group 3 Rocky Work Experience groups are unusual in their failure to value job security. The male students all rated job security very important with their responses ranging from the 44th percentile to the 91st percentile. The lowest rating occurred in the initial target group, who have spent three years in Community Entry Skills.

6. Positive Employer Characteristics: The range of scores from the 17th percentile to the 97th percentile is rather misleading for the girls, unless it is noted that all groups scored high in trust in employers, with one exception; that being Control Group 3 Rocky's Work Experience program

The others ranged from the 79th percentile to the 97th percentile. The boys' responses were not consistent. The scores ranged from the 32nd percentile to the 96th percentile. The third year of Community Entry Skills and the Control Group 3 Rocky Work Experience program rated lowest, while the students in Community Entry Skills for year 2 and 3 and the Control Group 2 Lacombe Special Class rated high in their trust towards employers.

7. Independence: The preservation of their independence was rated highly by girls in target group 2-3 with 1 or 2 years in Community Entry Skills program, by the Control Group 1 Sundre Work Experience program and by the Control Group 2 Lacombe Special Class. The girls in the initial target group third year of Community Entry Skills and in Control Group 3 Rocky Work Experience did not feel independence should be valued in a job situation. None of the boys' responses rated independence highly; all were below the average with the least value on independence shown by the students with three years of Community Entry Skills, the Control Group 2 Lacombe Special Class and the Control Group 3 Rocky Work Experience program.

8. Money: Money was rated above average, (98th percentile to 54th percentile) by all of the girls in all of the programs except the Control Group 3 (Rocky Work Experience program) 9th percentile.

The boys' responses rated money high for three programs - the Community Entry Skills programs and Control Group 2 Lacombe Special Class. The two Work Experience programs Control Groups 1 and 3 rated money very high (99th percentile to 96th percentile) in comparison with provincial norms (50th percentile). Generally all groups perceived money as important except the girls in the Rocky Work Experience program, Control Group 3.

9. Ambition: The girls in all programs except Control Group 3 Rocky Work Experience scored high in rating striving for success as being important, (99th percentile to 92nd percentile). The Rocky Work Experience program Control Group 3 female students viewed ambition as unimportant in comparison with having friends, with a percentile of 10. Only two groups of the boys viewed striving for success as more important than other considerations such as having friends - Community Entry Skills students in the program for two years or less and Control Group 2 Lacombe Special Class, (96th percentile). The other groups all saw ambition as less important than the average in their age group.

10. Locus of Control: All the female students in all the programs viewed the getting and holding of a job as being largely outside their control with percentiles ranging from 98 to 51.

The boys in all programs viewed the getting and holding of a job as being largely outside their control with percentiles ranging from 99th to 71st. The responses here were very similar to responses of Academic-Occupational students in other studies within the province.

11. Confidence in Succeeding: The girls in the first and second year of the Community Entry Skills program and in the Control Group 1 Sundre Work Experience program and in the Control Group 2 Lacombe Special Class all demonstrated high self-confidence in their ability to get and hold a job. (96th percentile to 94th percentile). Two groups did demonstrate a lack of self-confidence. With percentiles of 35th and 1st, the third year of Community Entry Skills program and the Rocky Work Experience program demonstrates poor self perception in these areas. The boys of two groups, those in first and second year of the Community Entry Skills program and those in the Control Group 2 Lacombe Special Class, demonstrate above average self-confidence with percentiles of 84 and 89 respectively. The other groups demonstrate below average self-confidence in their ability to get and hold a job with scores in the 5th to 35th percentile.

12. Negative Employer Characteristics: The female students in all years of the Community Entry Skills programs and the students in the Control Group 2 Sundre Work Experience program with percentiles from 63rd to 99th range, all demonstrate the view that employers are greedy and unfair.

Two groups - Control Group 2 the Lacombe Special Class and Control Group 3, the Rocky Work Experience groups, see employers in a better than average manner with percentiles of 14. All the male students in all of the programs saw the employers as greedy and unfair. Their percentiles ranged from 53rd to 92nd. This response is very similar to other studies of Academic-Occupational students within the province.

13. Social Relations: Students scoring high on this scale see social relationships as being the most important determiner of job satisfaction. Three groups of female students, those in the Community Entry Skills target groups years one, two and three and those in Control Group 3 Rocky Work Experience all felt social relationships on the job most important, with percentile scores ranging from 59th to 96th. Two groups, Control Group 1 Sundre Work Experience and Control Group 2 Lacombe Special Class felt social relationships were not important determiners of job satisfaction with percentile ranks of 40th and 2nd. Of the male students, three groups felt social relationships were not important determiners. These included the students with only one or two years in Entry Skills, the Control Group 1 Sundre Work Experience group and the Control Group 3 Rocky Work Experience group, with percentiles ranging from the 3rd to the 43rd. Two groups of boys, Community Entry Skills target group 1 with three years of Community Entry Skills training and

Control Group 2 Lacombe Special Class felt social relationships were the most important determiner of job satisfaction with percentiles of 79th and 76th.

14. Attitudes Towards Unemployment: All female students with the exception of Control Group 3 Rocky Work Experience felt unemployment was undesirable and scored well above the provincial norms with percentile ranks from 95 to 99. The female students of Control Group 3 Rocky Work Experience were the one exception and were strongly accepting of unemployment (4th percentile). The boys in the programs varied in their views and only two groups were strongly opposed to unemployment; these being students with one or two years in Community Entry Skills and students from Control Group 2 Lacombe Special Class. All other male students responded with acceptance of unemployment as an acceptable part of today's existence with percentiles ranging from the 22nd to the 39th.

15. General Attitudes Towards Earning a Living: All of the girls in all of the groups with the exception of Control Group 3 Rocky Work Experience scored above the provincial norms suggesting they have a positive attitude towards earning a living. Their percentiles ranged from 97th to 83rd. Three of the male student groups demonstrated positive attitudes towards earning a living.

These included the students having only one or two years of Community Entry Skills, the students in Control Group 2 Lacombe Special Class and the students in Control Group 3 Rocky Work Experience. Students demonstrating feelings of earning a living which were below the provincial norms were the initial target group with 3 years in Community Entry Skills, (target group 1) and the Control Group 1 Sundre Work Experience group, with percentiles of 45th and 12th respectively.

Generally the initial target group demonstrated a less positive attitude towards the world of work than did those students in the program for only one or two years. The speculation might be made that possibly the shift in goal and objective emphasis for the initial group in the last year of the target program may have caused a negative change in their attitudes towards work. Certainly they were not completing the prescribed objectives as outlined in the three year plan.

TABLE 10 : ATTITUDES TOWARD WORLD OF WORK - MALE

Scale	Initial Target Pop.1		Target Pop. 2&3		Control Pop. 1		Control Pop. 2		Control Pop. 3	
	X	%ile	X	%ile	X	%ile	X	%ile	X	%ile
1. Preparation 18,19,25,32,68	17.8	35	17.12	17	15.8	3	18.6	61	17.7	28
2. Interest 16,34,36,40,46	20.5	79	18.8	28	17.7	4	18.2	11	18.7	14
3. Diligence 15,20,22,69,70	20.8	38	19.2	10	21.5	67	21.4	65	18	4
4. Laziness 33,35,55,66,75	11.4	67	15.1	96	12	74	11.8	70	11	57
5. Job Security 3,5,23,45,57	18.2	44	18.7	61	19.8	88	20.4	91	19	70
6. Positive Employer Attitudes 12,43,47,48,62	17.2	32	19.8	91	18	59	20.6	96	17.2	32
7. Independence 1,17,41,51,74	16.5	8	17.7	47	18.1	44	15.2	4	16.7	8
8. Money 4,21,24,29,42	23.8	99	20.7	96	17.3	41	21	98	17.2	41

TABLE 10: ATTITUDES TOWARD WORLD OF WORK - MALE

Scale	Target Pop. 1		Target Pop.2&3		Control Pop.1		Control Pop.2		Control Pop.3	
	X	%ile	X	%ile	X	%ile	X	%ile	X	%ile
9. Ambition 28,30,21,29,63	15.8	34	19	96	15.7	28	19.4	96	15	15
10. Locus of Control 8,50,61,64,71	14.2	71	18.6	96	15.3	86	20.4	99	16.2	93
11. Confidence 9,54,60,67,72	17	18	19.1	84	15.3	5	19.6	89	17.7	35
12. Negative Employer Attitudes 6,11,26,44,58	16.8	85	17	92	15	53	16	78	15.7	70
13. Social Relationships 2,37,52,59,73	19.8	79	18.2	33	18.7	43	19.6	76	15	3
14. Unemployment 7,14,49,53,65	16.4	39	18.2	73	15.8	22	20.2	95	15.5	22
15. General 10,13,27,38,56	17.5	45	19.1	87	16.4	12	19.6	92	18.7	81

TABLE 11 : ATTITUDES TOWARD WORLD OF WORK - FEMALE

Scale	Target Pop. 1		Target Pop.2&3		Control Pop. 1		Control Pop. 2		Control Pop. 3	
	X	%ile	X	%ile	X	%ile	X	%ile	X	%ile
1.Preparation 18,19,25,32,68	20.5	94	16	4	17	13	18	29	15	3
2.Interest 16,34,36,40,46	18.5	15	19	55	20	59	19	22	16.5	4
3.Diligence 15,20,22,69,70	20.5	22	22	75	24.5	97	20.6	22	18.5	3
4.Laziness 33,35,55,66,75	8.5	14	11.3	81	8	8	13.3	91	8	8
5.Job Security 3,5,23,45,57	20.5	97	18.3	73	22	99	17	22	16	8
6.Positive Employ. Attitudes 12,43,47,48,62	18.5	79	18.6	82	21	97	20.3	95	16.5	17
7.Independence 1,17,41,51,74	15	13	17.6	69	22	99	17.6	54	12	2

TABLE 11: ATTITUDES TOWARD WORLD OF WORK - FEMALE

Scale	Target Pop.1		Target Pop.2&3		Control Pop.1		Control Pop.2		Control Pop.3	
	$\bar{X}$	%ile	$\bar{X}$	%ile	$\bar{X}$	%ile	$\bar{X}$	%ile	$\bar{X}$	%ile
8.Money 4,21,24,29,42	16.5	52	19.3	94	21	99	20.6	98	14.5	9
9.Ambition 28,30,21,29,63	17	92	19.3	99	22.5	99	17	92	13.5	10
10.Locus of Control 8,50,61,64,71	14.5	83	17.3	98	14.5	83	14.6	83	12.5	51
11.Confidence 9,54,60,67,72	17.5	35	19.3	94	20.5	96	20	96	13	1
12.Negative Employer Attitudes 6,11,26,44,58	15	63	15	72	19.5	99	13	14	13	14
13.Social Relationships 2,37,52,59,73	20.5	96	20	70	19.5	40	16.3	2	20	59
14.Unemployment 7,14,49,53,65	20	97	19	95	25	99	19.3	95	12	4
15.General 10,13,27,38,56	19.5	83	19.3	78	22	97	19.6	83	13	0

Summarized Responses of All Students From the Attitudes Toward World of Work as Compared with Alberta Norms

The summarized results of all the student responses for the Attitudes Toward the World of Work as compared to Alberta norms is seen in Table 12.

Four responses are below Alberta norms; these are job preparedness by the school, the belief that jobs can should be interesting, that diligence and hard work are important and that jobs with independence are valued.

Two scales are split evenly in responses; these being the amount of self-confidence shown by these students and their rating of social relationships.

Eight scales have responses registering above Alberta norms. These scales include the lack of willingness to work hard, the strong need for job security, the positive employer image, the high value placed on monetary rewards, the striving for success, the feeling that they had no control of obtaining and holding jobs, the belief that employers were greedy and grasping, the lack of acceptance of unemployment as normal and the higher general attitude towards work in general.

One scale was unanimous in being above the norm for Alberta and that was the belief that getting and holding a job is outside the control of the individual.

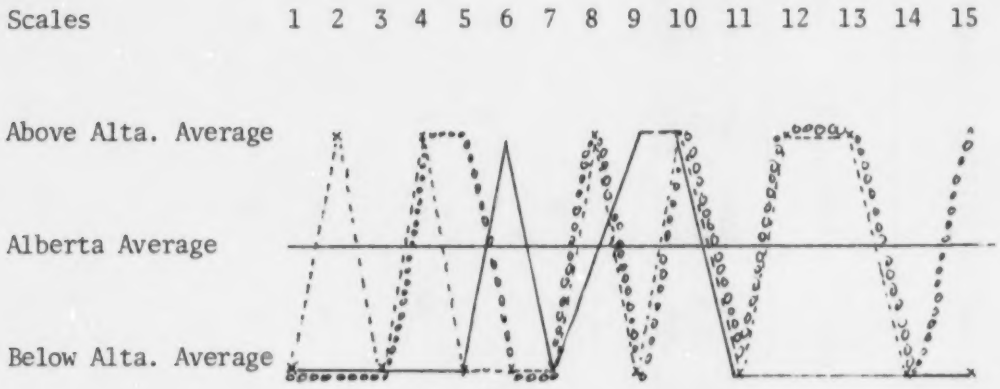
TABLE 12 : SUMMARIZED RESPONSES OF ALL STUDENTS FROM THE ATTITUDES TOWARD WORLD OF WORK AS COMPARED WITH ALBERTA NORMS

Population	Target 1		Target 2 & 3		Control 1		Control 2		Control 3		$\bar{X}$ of All Groups	
Scale	Above Alta. Ave.	Below Alta. Ave.	Above Alta. Ave.	Below Alta. Ave.	Above Alta. Ave.	Below Alta. Ave.	Above Alta. Ave.	Below Alta. Ave.	Above Alta. Ave.	Below Alta. Ave.	Above Alta. Ave.	Below Alta. Ave.
1. Preparation	F	M		FM		FM	M	F		MF	2	8
2. Interest	M	F	F	M	F	M		FM		MF	3	7
3. Diligence		FM	F	M	FM		M	F		FM	4	6
4. Laziness	M	F	MF		M	F	MF		M	F	7	3
5. Job Security	F	M	MF		FM		M	F	M	F	7	3
6. Positive Employer	F	M	MF		MF		MF			FM	7	3
7. Independence		FM	F	M	F	M	F	M		FM	3	7
8. Money	FM		MF		F	M	MF			FM	7	3
9. Ambition	F	M	MF		F	M	MF			FM	6	4
10. Locus of Control	F		MF		FM		MF		FM		10	-

TABLE 12 : SUMMARIZED RESPONSES OF ALL STUDENTS FROM THE ATTITUDES TOWARD WORLD OF WORK AS COMPARED WITH ALBERTA NORMS

Population	Target 1		Target 2 & 3		Control 1		Control 2		Control 3		$\bar{X}$ of All Groups	
Scale	Above Alta. Ave.	Below Alta. Ave.	Above Alta. Ave.	Below Alta. Ave.	Above Alta. Ave.	Below Alta. Ave.	Above Alta. Ave.	Below Alta. Ave.	Above Alta. Ave.	Below Alta. Ave.	Above Alta. Ave.	Below Alta. Ave
11. Confidence		FM	MF		F	M	MF			MF	5	5
12. Negative Employer	FM		MF		FM		M	F	M	F	8	2
13. Social Relationships	FM		F	M		FM	M	F	F	M	5	5
14. Attitudes Towards Unemployment	F	M	MF		F	M	MF			FM	6	4
15. General	F	M	MF		F	M	MF		M	F	7	3

ATTITUDE CHANGE TO THE WORLD OF WORK OF THE INITIAL TARGET ONE STUDENTS AS COMPARED OVER THE THREE YEARS



Legend: ——— 1981
ooooo 1982
----- 1983

Comparison of Attitude Change Between the Scales for 1981 and 1983 for the Initial Target Population

There was no change in the attitudes for some scales during the years 1981 and 1983. These scales include:

1. preparation
3. failure to value diligent work
5. valuing job security

7. independence is not a priority

10. perception that getting and holding a job is outside of the control of the person

11. lack of confidence in ability to get and hold a job

14. acceptance of unemployment

15. they have a more negative and pessimistic attitude towards earning a living.

Changes occurred for the following scales:

2. interest and variability - these students now seek more interesting and challenging jobs

4. these students now have an attitude of wishing to get as much as possible for as little as possible

6. these students now view employers with a less positive attitude

8. money has become more important

9. these students now view striving for success as less important than having friends

12. these students also have less positive views of employers in agreement to their responses to scale number six

13. they now view social relations as being the most important determiners of job satisfaction.

Comparison of Attitude Change Between the Scales for 1981 and 1982 for the Initial Target Group

The attitudes on the following scales remained unchanged:

1. preparation
2. interest
3. diligence
7. independence
10. lack of personal control in the obtaining and retaining of a job
11. lack of confidence in ability to obtain and maintain a job
14. acceptance of unemployment.

The following scales showed changes of attitude:

4. the higher score suggests a change to wanting to get as much as possible for as little effort as possible
5. there was an increase in valuing job security
6. there was a decrease in the element of trust for employers
8. the importance of money increased
9. there was a decline in striving for success and a favoring of other characteristics such as friends
12. there was an increase in negative views of employers
13. there was an increase in viewing social relationships as important determiners to job satisfaction
15. there was an increase in positive attitudes towards earning a living.

Comparisons of Attitude Change between the Scales for 1982-83 for the Initial Target Group

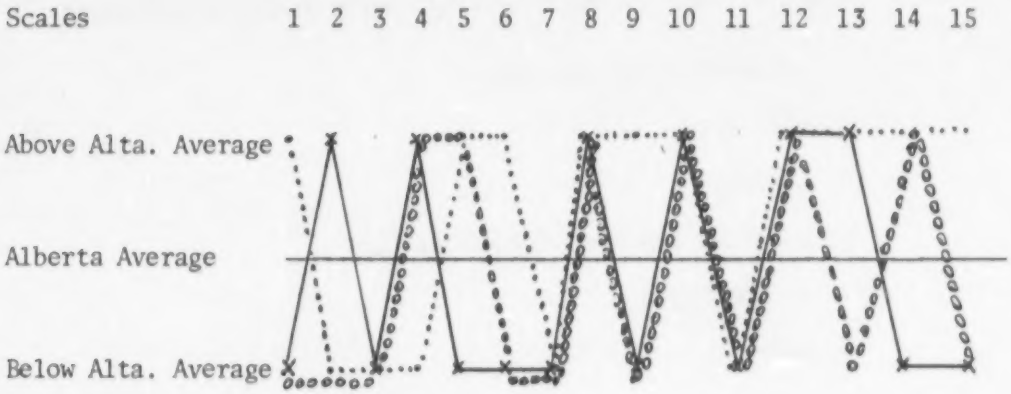
The attitudes on the following scales remained unchanged:

1. preparation by the school
3. diligence
4. laziness
6. positive employer characteristics
7. independence
8. money
9. ambition
10. locus of control
11. confidence in succeeding
12. negative employer characteristics
13. social relations
14. attitudes toward unemployment

The following scales showed changes of attitude:

2. there was a decline in the seeking of jobs that are interesting, challenging or varied
5. there was a decline in the valuing of job security
15. there was a decline in their attitudes towards earning a living.

ATTITUDES TO THE WORLD OF WORK OF TARGET ONE STUDENTS AS COMPARED TO ACADEMIC-OCCUPATIONAL STUDENTS IN OTHER STUDIES - 1983



Legend: x——x—— Males
..... Females
oooooooo Academic-Occupational Students

Males and females in the initial target group now in year three of Community Entry Skills show similarities in their attitudes towards the following scales:

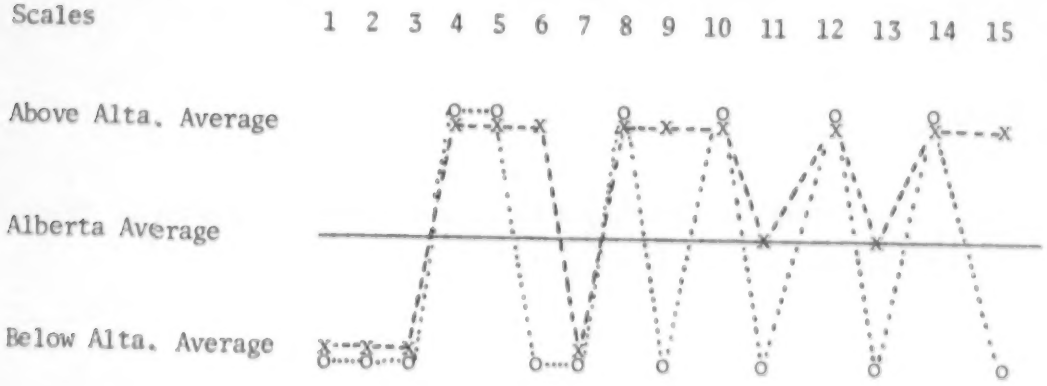
3. lack of willingness to work hard
7. willingness to give up independence
8. the high regard for money
10. the belief that getting and holding a job is largely a matter outside their control
11. the lack of confidence they exhibit in their ability to get and hold a job

12. the belief that employers are greedy and unfair
13. the belief that social relationships are important factors in job satisfaction.

Target population one males and Academic-Occupational students held similar beliefs on the following scales:

1. preparation of schools is poor
3. lack of willingness to be diligent
4. desire to get as much as possible with the least effort
6. belief that employers are able to be trusted
7. willingness to give up independence
8. having a high regard for money to provide job satisfaction
9. lacking ambition and desire to strive for success
10. belief that getting and holding a job is beyond their control
11. lacking self-confidence in getting and holding a job
12. belief that employers are greedy and unfair
15. considerable pessimism about earning a living.

ATTITUDES OF ALL STUDENTS IN THIS STUDY AS COMPARED TO ATTITUDES OF ACADEMIC-OCCUPATIONAL STUDENTS IN OTHER STUDIES



legend: ------ All Groups

oooooo Academic-Occupational Groups

Generally, the groups in this study are above Alberta averages in their desire to be diligent in wishing for job security, in trusting their employers, in considering money a prime factor in job satisfaction, in being ambitious in believing they have very little control over obtaining and maintaining a job, in believing their employers are out to get all they can from their employees, in viewing unemployment as undesirable and in their positive attitudes towards earning a living.

The groups in this study have attitudes similar to those of Academic-Occupational students when the following scales are observed:

1. preparation
2. interest
3. diligence
4. laziness
5. job security
7. independence
8. money
10. locus of control
12. negative employer attitudes
14. attitudes towards unemployment

One conclusion to be drawn from these comparisons suggests that considerable attention should be given to developing curriculum which addresses the scales showing common attitudes held by all groups of students measured. The scales requiring priority include:

1. preparation by the school
2. interest and variability of jobs
3. diligence
4. laziness
7. independence
8. money
10. locus of control
12. negative employer relationships

Another conclusion drawn from these comparisons is that all groups of students not in the mainstream due to underachievement for a variety of reasons, seem to exhibit many similar attitudes. It is impossible to speculate whether the attitudes contributed to the underachievement or vice-versa; however, the fact remains that until some attempt is made to alter those attitudes through practical approaches, very little in the way of long term positive gains will be achieved for these students.

Employer Questionnaire Results - Year 1

Employers were questioned during Year One of the study. The employers included all commercial companies and prospective employers in the town limits of Rocky Mountain House. The questionnaire was completed by the community worker in an interview setting.

Results of the questionnaire suggested that the most obvious need was to educate prospective employers of the capabilities of the target students. See Appendix 4.

This goal has been demonstratively met by the continued support throughout all three years in the form of employment situations, supplied for the target students, by employers targeted during Year One of the study.

Parents Opinion Questionnaire - Third Year All Groups

The parent questionnaire was completed by two control groups and the target group. Response rates were low (20%), but the parents who did reply had positive comments.

1. Parents generally saw a marked change toward cooperativeness on the part of the students. (80%)

2. Parents saw a marked positive change in the ability of the students, regardless of program, to perform household tasks. (71%)

3. The majority of parents saw the students, regardless of program, as having developed better social skills. (57%)

   The students from the target population were perceived as having developed better skills by 100% of the parents responding.

4. One half the parents responding from the control group saw their children as having developed more positive attitudes toward school. (50%)

   The majority of the parents responding from the target population saw their children as having developed more positive attitudes toward school. (100%)

5. The majority of parents from all programs perceived their children as having developed better money sense. (71%)

1) Attendance Comparisons

The attendance of students in three programs was very good. These programs were Community Entry Skills program years 2 and 3, Sundre Work Experience and Lacombe Special Class. The Rocky Mountain House Work Experience program showed a 20% absenteeism and had a very high turnover of approximately 50%. No objective data is available for the initial target group during the final year of the study. Subjective data places the absenteeism at a high percentage; however since there is no substantiating data, this also becomes pure speculation. The failure of all attempts to obtain this information suggests a lack of interest in the program and a profound disregard for the commitments made by the school division to the provincial department.

The over-all good attendance of the programs suggest they are meeting some rather specific needs and the students consider them a pleasant alternative to other programs and activities offered.

m) Achievement Demonstrating Successful Application to Life Situations

The target group two and three enrolled in levels one and two of the Community Entry Skills have demonstrated by several achievements the mastery of a number of skills being trained.

TABLE 13 : ATTENDANCE DURING SCHOOL YEAR 1982-83 - ALL GROUPS

Population	N	Less than 5 days	6 to 20 days	21 to 40 days	41 to 90 days	91 to 197 days	Possible attendance	% of total attendance
Target Groups 2 & 3	20	0	1	0	5	14		90%
Control Group 1	17	0	0	0	6	11		90%
Control Group 2	11	0	0	0	0	11		92%
Control Group 3	29	0	0	2	16	11		79%
Target Group 1 (Initial Target Group)	Information is unavailable							

One such achievement was the successful catering of this group to 200 teachers at a noon banquet during professional development days in May, 1983. The list of skills the students practiced is lengthy and is found in App. 5. The successful completion of this activity demonstrated many skills and provided a very tangible example of success for teachers not previously involved with these students. An added bonus was the net profit of $347.40.

Another achievement was the successful confectionary operated by this group each school day. The practice in order taking, inventory stock rotation, balancing of books, making change, accounting, performing banking procedures, co-operating in shift work, responding to the public are all practical applications of the skills trained. The positive image developed by these students through their successful venture has caused the school student body to view them as equals. So prevalent is this image that one of these students was elected president of the student council during the 1982-83 school year. This is a very great vote of confidence by the student population. An added bonus is the profit of the confectionary added to the student council funds, nearly a thousand dollars a month.

Another successful achievement is the raising of money to pay for field trips such as ski trips and overnight camp outs. Several ski trips are planned each season, with one of these trips an excursion to Lake Louise.

The successful use of the curling rink, swimming pool, golf course,

tennis courts, bowling alley, etc., are all excellent examples of good socialization and recreational skills.

A trip to the mountains each year includes basic mountaineering skills as well as training in etiquette while in parks, high density tourist a and fragile terrain.

Jobs have been obtained with the same employers over the three years in spite of the increasing shortage of jobs. This willingness of employers to continue hiring these students suggests some positive attitudes on the part of the students.

Each student in years 2 and 3 who has practiced and mastered the skills listed in the curriculum outline has these skills checked. The student then can proceed to the next level of difficulty or expand to a different topic area.

Comparing the achievement of these students with the students' achievements in other programs is difficult. The real test of success is whether these students can be self-sufficient and continuously employed. They have not been able to demonstrate this level of achievement at this time. They do however, show increased maturity, better organized planning and problem solving, better interpersonal relations and considerable good citizenship. The use of the objective instruments can only measure a part of the program's success or failure. This type of subjective descriptive measuring also provides a good yardstick

for comparing success and impact for a program. The retention of some students is good, the achievement is adequate and the interpersonal skills improving.

To really measure success a follow-up study of these students three years from now would much more clearly measure the success rate of this Community Entry Skills program. Some objectives are long range and impossible to measure immediately.

Conclusions

Academic achievement shows small gains in all three subject areas for all groups in the study. The gains are not statistically significant for any of the groups, however if it is remembered that these students have all received considerable remedial assistance prior to entering these programs, then the gains are rather meaningful. The failure of the Entry Skills Program to make significantly better gains than the other programs is important. It suggests that in spite of the practical component, no significant increase in acceleration of learning basic skills occurred in comparison to other forms of alternate schooling.

Attitudinal changes for the target population have altered to a rather negative view. The negative perceptions of employers, of diligence, of the chances of obtaining interesting employment and the personal control each worker has in obtaining and maintaining employment all suggest disillusionment with the world of work. These are generally held views for students in a recent academic-occupational study also. The more positive responses from the Sundre Work Experience group needs investigating. It seems logical to conclude that the present economic situation may have some influence on this negative view of the working world. The fact that jobs were still available for the target population of level one and two suggests other contributing factors. In the level one and two of the target group the average age is approximately two years younger. This immaturity could be a factor in the change to a negative perception. The level three or target

group one did not have supervised work during the final year. Some of these students found seasonal and/or part-time labor independent of the program. It seems possible they may have been swept into the main work stream without appropriate preparedness. The types of jobs they obtained may have led to disillusionment due to inappropriate skills or training or due to the very transitory nature of the jobs. The careful supervision given to control group two for example may have alleviated some of these problems and helped to maintain a more positive view. Another contributing factor may have been the altered direction of the third level of the Community Entry Skills program during the last year of the study. The failure to complete previously outlined expectations may have caused undue disappointment on the part of the students involved.

Attendance comparisons suggest that for the first year of the study the attendance of the target group was considerably higher than those of other programs. As the study was completed the other programs also show very appropriate attendance percentages. The state of the present economy is probably a major contributing factor to this increased percentage of attendance for most of the alternate programs.

The parental support was generally good for all programs. This response suggests that parents are grateful for any curriculum modification which removes some pressure from students who are struggling and which provides some positive reinforcement for maintaining these students in a school environment. There seems little interest on the

part of parents to participate in the planning and implementing of the program; rather they look to the school as an almost total resource for this service. As with most programs, there was little feedback for the programs because of satisfaction and acceptance. The tendency was to ignore a good thing; note the low response to the questionnaire.

The really significant differences between the programs was measured by the applications of skills to life situations. At this point the level one and two of Community Entry Skills program shows considerable positive differences in comparison with other programs. Unfortunately there was no objective way of measuring this difference. Descriptively these students were popular and accepted by the regular student population. These students demonstrated progress from inability to cook and follow a recipe to full catering of a banquet; these students built water skis, learned recreational activities, applied conservation training, learned consumer skills, managed money effectively and generally were interested and energetic about the learning situations. The unit approach was most successful. Students gained little in basic skill knowledge; rather their real gains were in transferring basic skill knowledge to practical situations. Although it is too soon to describe their eventual social adjustment, it appears the first two years have been successful in meeting most of the goals and objectives outlined in the curriculum. See Appendix 1.

The goals which seem to have been successfully met include the awareness of the community regarding the contributions these students can make, the broadening of jobs to include the helping positions as

well as service jobs, excellent transfer of skills to practical situations. Still unmet are the goals involving self-sufficiency, full employment, and an assurance that the program holds enough promise to be a permanent fixture of the community. One goal which has been difficult to measure is the degree to which self-assurance, personal dignity and social awareness have been met. The students involved are essentially law-abiding. They seem more open and approachable in new situations, they do conduct themselves with responsibility in public areas but it is difficult to attribute these behaviors to any single factor. It is also difficult to measure the degree to which these behaviors have increased.

The objectives which seem to have been best met include:

- the mastery of most of the skills outlined for level one and two of the program
- the excellent transfer of these skills to practical situations
- the supportiveness of employers for the program evidenced by the continued availability of jobs
- the continued presence of these students in the community
- the appropriateness with which these students use recreational facilities
- the positive changes in these students' attitudinal responses.

Objectives which have fallen short of being successful include the poor perceptions of employers held by these students as well as a general decline in positive work attitudes, including employment opportunities and job preparedness. The lack of conclusive evidence about the viability of a program such as this for implementatior in rural communities is a failed objective.

Recommendations

The three year study has raised several issues which seem to require further clarification.

1. It is recommended that a review of student selection for alternate programs be conducted. The careful defining of guidelines and the adherence to these guidelines should be emphasized.
2. It is recommended that an attempt be made to provide schools with hands-on training to assist them in altering student attitudes toward the world of work, emphasis on job preparedness, employment opportunities, the place of the "work ethic" in today's job market, employer positions and need systems, and general valuing training directed at future employment might be considered in such a training module.
3. It is recommended that programs such as the Community Entry Skills Program, where emphasis is on transfer to practical situations , be studied further to determine practicality for small communities.
4. It is recommended that a follow-up of students in all programs be conducted in three year's time to fully measure the success of the goal of self-sufficiency and full employment, as well as social adjustment.
5. There be a study conducted of the characteristics of the type of student now found in alternate programs, and the programming emphasis implemented in alternate programs. The areas of concern to include:
   - rates of attitude change;
   - time lines of peak learning periods;
   - predictions of learning cycles.

APPENDIX 1

CURRICULUM

OVERVIEW OF CURRICULUM

OVER THREE YEARS OF PROJECT

Subject Area	Year One	Year Two	Year Three
Communication			
Reading	Functional Vocabulary Driver's Training Manual	Telephone Directory Newspapers Reference material	Information forms Directions Defensive Driving
Writing	Autobiography Completing in-format forms Notes - personal letters	Simple business letters	Income tax forms Resumes
Speaking	Responding to questions	Discussion in group of two	Discussion in group of more than two
Listening	Radio - news Instructions Simple directions	Oral reports Two person discussion Information requested	Group discussions Lecture format
Self and Others			
Grooming	Cleanliness	Styling	
Nutrition	Canada Food Rules	Food storage	Food preparing
Clothing	Choosing work clothing	Appropriate wardrobe	
Understanding Self and Others Others	A.G. Kit	A.G. Kit	A.G. Kit
Child Care	Baby sitting	Safety	Child development
Family Living	Roles	Commitments	Communicating concerns - emotions
First Aid	St. John's Ambulance	St. John's Ambulance	St. John's Ambulance

Subject Area	Year One	Year Two	Year Three
Skills - Basic Life			
Money and Banking	Comparison shopping Counting rolling change	Loan applications Accounting	Budgeting Accounting
Time	Telling time Calculating differences	Calculating intervals	Predicting
Record Keeping	Ordering Invoicing Stock rotation Inventory	Bookkeeping Ordering Inventory	Bookkeeping Ordering Inventory
Organization	Schedules Filing Reminders Categorization	Travel schedules Short term planning Filing Categorization	Scheduling Long term planning Filing Categorization
Sewing	Basic stitches Repairs Simple items	Basic seams Simple garments	Optional
Cooking	Convenience cooking Prepared - fast	Meals - short order	Long range meal planni and preparation - short order
Driving	Learners	Driver's license	Class 5 Defensive Driving
Typing	Beginning	Optional	Optional
Job-Search Skills	Completing forms Reading ads Placing ads Replying to ads	Application forms Resumes Interviews - role playing	Interviews - practical
Skills - Job Preparation			
	Service station attendant		Candy stripper Light home cleaning
	Waitress	Drafting	Hair dressing
	Senior citizen assistant	Small motor repairs Home visits	Extended care - hair Clerking
	Janitorial services	Janitorial services	Cashier

Subject Area	Year One	Year Two	Year Three
	Office equipment and business machinery	Office equipment and business machinery	
	Clerking	Clerking	
	Cashier	Cashier	
Special Interest Areas of Individual Study			
Skills - Recreational			
	Curling	Skating	Memberships in various clubs
	Skating	Swimming	Golfing
	Swimming	Golfing	Tennis
	Snow shoeing	Tennis	Camping
	Camping	Camping	Canoeing
	Hiking	Hiking	Hiking
	Bowling	Bowling	Bowling
	Cross-country skiing	Cross-country skiing	Cross-country skiing
	Downhill skiing	Downhill skiing	Downhill skiing

PORTIONS OF

UNITS FOR

LIFE-SKILLS

CURRICULUM FOR

ALTERNATE PROGRAM

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UNIT: CONSUMERISM AND THE LAW

Subject: Land Fraud and Other Con Games

Objective: To demonstrate ability to function independently.

Topics	Suggestions	Materials
- Pyramid games (Shaklee, Amway, Mary Kay)	- Practical application	- See media center.
- Chain letters	- Film strips	
	- Films	
	- Workbooks	
	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- recognizing legal from illegal activities and outlining avoidance tactics
- listing characteristics of legal and illegal activities

LAS/ear

UNIT: CONSUMERISM AND THE LAW

Subject: Getting Your Money's Worth

Objective: To demonstrate ability to function independently.

Topics	Suggestions	Materials
- When to buy	- Practical application	- See media center.
- Where to buy	- Film strips	
- Bargaining	- Films	
- Quantity buying	- Workbooks	
- Local vs. brandname products	- Microcomputer	
- Discount stores	- Discussion	
- Leader values	- Newspapers	
- Resisting the hard sell	- Guest speaker	
- Durable goods		

Criteria:
- discuss seasonal buys
- use ads and flyers to plan best budget
- show which items are good buy in quantity
- show which items are best purchased for quality
- given specific hypothetical sums of money and hypothetical situations show appropriate techniques for best buys

UNIT: CONSUMERISM AND THE LAW

Subject: Warranties and Your Rights

Objective: To demonstrate ability to function independently.

Topics	Suggestions	Materials
- How to interpret warranties	- Practical application	- See media center.
- Buyer's responsibilities	- Film strips	
- Manufacturer's responsibilities	- Films	
- Merchant's responsibilities	- Workbooks	
	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- student will define differences between warranty and quarantee
- student will be able to interpret a variety of sample warranties and guarantees
- student will demonstrate procedure for validating the warrantees and guarantees
- student will outline responsibility of buyer and seller
- student will write letters to appropriate contacts regarding a variety of items under warrantee/guarantee

LAS/ear

UNIT: CONSUMERISM AND THE LAW

Subject: Mail Order Buying

Objective: To demonstrate ability to function independently.

Topics	Suggestions	Materials
- Procedures	- Practical application	- See media center.
- Protection	- Film strips	Complete Consumer Series Video Tapes: 332.7
	- Films	
	- Workbooks	
	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria: - demonstrate ability by performing this task unguided from 3 separate mail order companies

LAS/ear

UNIT: CONSUMERISM AND THE LAW

Subject: Merchandising Fraud

Objective: To demonstrate the ability to function independently.

Topics	Suggestions	Materials
- Responding to unfair treatment	- Practical application	- See media center.
- False and misleading information	- Film strips	
- Inflated estimates	- Films	
- Ads and the skill of reading them	- Workbooks	
- Gimmicks	- Microcomputer	
- Techniques used to prompt purchasing	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- outline procedure and be able to discuss problem by phone and/or letter
- be able to find address of party to be contacted
- point to important parts of ads demonstrating various topics discussed
- point to specific words, colors, objects etc. that influence buyer
- list methods of protecting self as a consumer

LAS:ear

UNIT: CONSUMERISM AND THE LAW

Subject: You and the Police

Objective: To demonstrate ability to function independently.

Topics	Suggestions	Materials
- Legal rights - guaranteed constitutional rights	- Practical application	- See media center.
- Arrest	- Film strips	Why Do We Have Laws? #340
- Search	- Films	Our Rights, Their Rights. Courts #340
- Witnessing a crime	- Workbooks	History of Law in Alberta #340
		Comes a Time #371.5
	- Microcomputer	Film { Shoplifting #371.4 / Who Needs Rules?
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- be able to state quaranteed rights and give examples
- be able to explain arrest procedure and the results of being arrested
- to explain rights regarding search procedures of individual and of property - give examples
- list the consequences of being a witness
- list the procedures required of a witness
- discuss with understanding the moral ramifications of being a witness

UNIT: CONSUMERISM AND THE LAW

Subject: Law in the Community

Objective: To demonstrate ability to function independently.

Topics	Suggestions	Materials
- Contracts	- Practical application	- See media center
- Common problems with civil law	- Film strips	
- Procedures regarding car accident	- Films	
- Getting a lawyer for different tasks	- Workbooks	
	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- list different types of lawyers
- list reasons for hiring a lawyer
- list procedures regarding car accident
- list common problems which may occur in civil law
- define civil law

LAS/car

UNIT: CONSUMERISM AND THE LAW

Subject: Street Crime

Objective: To demonstrate the ability to function independently.

Topics	Suggestions	Materials
- Witnesses	- Practical application	- See media center.
- Jury	- Film strips	
- Prevention	- Films	
	- Workbooks	
	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- discuss the role of a citizen when having witnessed a crime
- describe the role of a jury member
- list procedures for reducing theft from auto
- list procedures for reducing theft from home
- discuss with understanding moral responsibility of citizen i.e. doctor called on to treat rape victim
- define criminal offense

AS/ear

UNIT: HOME MANAGEMENT

Subject: Setting up a Household

Objective: To demonstrate ability to function independently.

Topics	Suggestions	Materials
- Delivery days - milk - garbage - mail	- Practical application	- See media center. Housing and Home Furnishing - Teacher's Guide - 645 (A book)
- Utilities - electricity - gas - water and sewer - telephone	- Film strips	Personal Finance - You and Your Money - Life on a Budget Credit - Buy Now Pay Later
- Staples	- Films	Clothing - The Clothes we Wear Spending Your Clothing Dollars
	- Workbooks	Lifestyles - Lifestyles Previews A Working Lifestyles Arrangements for Living Goals - Knowing Where You're Going
	- Microcomputer	Health and Safety - Keeping Fit - Good Health Spending Your Health Dollars
	- Discussion	
	- Newspapers	
	- Guest speaker	

LAS/ear

UNIT: HOME MANAGEMENT

Subject: Setting up a Household (continued)

Criteria:
- know the schedule for milk, garbage, mail in present home
- outline procedure for the installation of utilities - say and write the sequence
- find the phone number and location of each utility
- outline the information each utility requires
- list the staples required when setting up a household

UNIT: HOME MANAGEMENT

Subject: Moving a Household

Objective: To demonstrate ability to function independently.

Topics	Suggestions	Materials
- Moving companies	- Practical application	- See media center
- U-Haul	- Film strips	
- Preparation and planning	- Films	
- Damage deposits - reclaiming	- Workbooks	
- Utilities	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- how to contact a moving company - how to decide on best choices
- knowing the benefits - list and explain methods to insure protection
- list the advantages and disadvantages of U-Haul
- discuss the basic packing procedures
- how to reclaim damage deposits - what is viable % of deposit. What should rentee do to protect self
- how to terminate utilities - outline procedures

LAS/ear

UNIT: HOME MANAGEMENT

Subject: Home Maintenance

Objective: To demonstrate ability to function independently.

Topics	Suggestions	Materials
- Hanging plants and pictures	- Practical application	- See media center.
- Plastering	- Film strips	
- Changing fuses	- Films	
- Checking circuit breakers	- Workbooks	
- Cleaning and changing furnace filter	- Microcomputer	
- Repairing leaky sinks	- Discussion	
- Cleaning	- Newspapers	
- Minor repairs	- Guest speaker	
- Routine daily jobs		
- Routine weekly jobs		
- Routine seasonal jobs		

UNIT: HOME MANAGEMENT

Subject: Home Maintenance (continued)

Criteria:
- list and explain procedure for daily, weekly and seasonal jobs
- outline procedure and tools and supplies required for each
- demonstrate on model equipment

UNIT: HOME MANAGEMENT

Subject: Fires and Theft

Objectives: To demonstrate ability to function independently.

Topics	Suggestions	Materials
- Safeguards	- Practical application	- See media center.
- Recognizing hazards	- Film strips	
	- Films	
	- Workbooks	
	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- list orally the safeguard procedures for house
- list orally the safeguard procedures for car
- list orally the safeguard procedures for other areas or items
- list how police provide assistance to c.tizen
- list areas to be cautious of and the procedures to be followed

LAS/ear

UNIT: HOME MANAGEMENT

Subject: Insurance

Objective: To demonstrate ability to function independently.

Topics	Suggestions	Materials
- Premiums	- Practical application	- See media center.
- Types available	- Film strips	
- Coverage	- Films	
- Where to obtain	- Workbooks	
	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- list procedure for shopping for policy
- outline various types of policies - the advantages and disadvantages
- name various types of coverages and the reasons for each
- discussing best coverages for hypothetical situations
- name the variety of policies and reason for each
- choose the most appropriate policy in hypothetical situations and give reasons

LAS/ear

UNIT: CARS AND TRANSPORTATION

Subject: Buying a New Car

Objective: To demonstate ability to function independently.

Topic	Suggestions	Materials
- Wholesale vs. retail price	- Practical application	- See media center.
- Resale value	- Film strips	Not in yet Money and the Market Place
- Trade-in	- Films	Buying a Car - check with Carol
- Cash vs. credit buying	- Workbooks	
- Cost of running a car	- Microcomputer	
- Car insurance	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- given field trip demonstrate appropriate check list and choices
- explain trade-in - resale and no trade prices giving reasons for various differences
- list advantages and disadvantages of credit buying
- discuss credit rating - what it is - how to obtain - why it is important

LAS/ear

UNIT: CARS AND TRANSPORTATION

Subject: Buying a New Car (continued)

Criteria:
- list factors contributing to auto expenses - give suitable percentage of income allocated
- discuss varieties of insurance - explain situations appropriate to each - discuss position

UNIT: CARS AND TRANSPORTATION

Subject: Buying a Used Car

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Types of cars	- Practical application	- See media center
- Important car parts	- Film strips	
- Places to shop	- Films	
- Road test - before, during, after check list	- Workbooks	
	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- be able to provide checklist when looking at a used car
- describe how to confirm ownership and verify no loans or liens against the vehicle
- list places for purchasing used car and advantages and disadvantages

UNIT: CARS AND TRANSPORTATION

Subject: Buying a Used Car

Criteria:
- be able to provide checklist for road test of used car
- be able to list and describe various sources of factual consumer information about different car models, years and makes

LAS/ear

UNIT: CARS AND TRANSPORTATION

Subject: Renting or Leasing

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- What does leasing provide	- Practical application	- See media center.
- When to lease	- Film strips	
- Hidden costs	- Films	
- Who to contact	- Workbooks	
- When does leasing seem practical	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- list and discuss advantages and disadvantages of leasing
- provide a budget showing difference between renting and purchasing
- list circumstances when renting is more feasible then purchasing

LAS/ear

UNIT: CARS AND TRANSPORTATION

Subject: Auto Maintenance and Repair

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Tires	- Practical application	- See media center.
- Battery	- Film strips	629.28 V.T. Car Owner Maintenance Guide
- Belts	- Films	Tires Suspension 1.
- Oil	- Workbooks	Lubrication Fuel System 1. Battery Alignment 1.
- Transmission	- Microcomputer	Drive Line Review 1. Cooling System Ignition
- Shocks	- Discussion	Brakes 1.
- Brakes	- Newspapers	
- Lights	- Guest speaker	Tire specialist service station operato
- Electrial problems		

LAS/ear

UNIT: CARS AND TRANSPORTATION

Subject: Auto Maintenance and Repair (continued)

Criteria: - list and demonstrate entire procedure for check and minor maintenance of each area: tires, battery, belts, oil, transmission, shocks, brakes, lights, electrical - demonstration to be practical to 3 types of car makes - performed correctly without reference to guide or instructor

UNIT: CARS AND TRANSPORTATION

Subject: Auto Driving Emergencies

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Accidents - procedures	- Practical application	- See media center.
- Traffic tickets	- Film strips	
	- Films	
	- Workbooks	
	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	Insurance agent Police officer

Criteria:
- list procedure for reporting accidents
- list reasons for being cited for a traffic violation
- list procedures if cited for a traffic violation
- discuss the results to driver if cited for traffic violation - licences - insurance etc.

LAS/ear

UNIT: CARS AND TRANSPORTATION

Subject: Drivers Training

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Starting, steering, stopping, parking	- Practical application	- See media center.
- Basic traffic control	- Film strips	629.283 V.T. Car in Motion
- Turns and Intersections	- Films	Driving in Bad Weather Driving in the City
- Lane Driving	- Workbooks	Driving on the highway Driving at night
- Speed and distance	- Microcomputer	Critical Driving Patterns - Traffic and Rural
- You and other vehicles	- Discussion	Drivers Ed, Smith System
- Emergency driving	- Newspapers	
- Driving within the law	- Guest speaker	
- Towing a trailer		
- Motorcycles/ mopeds/power bicycles		

LAS/ear

UNIT: CARS AND TRANSPORTATION

Subject: Drivers Training (continued)

Criteria: - to obtain learner's license and pass driver's examination.

UNIT: CARS AND TRANSPORTATION

Subject: Defensive Driving

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- "Preventable or Not?"	- Practical application	- See media center.
- How to Avoid a Collision with the Vehicle Ahead	- Film strips	Defensive Driving film strips and films
- How to Avoid a Collision with the Vehicle Behind	- Films	
- How to Avoid a Collision with an Oncoming Vehicle	- Workbooks	Tapes and workbook re: Defensive Driving
- How to Avoid an Intersection Collision	- Microcomputer	
- The Art of Passing and Being Passed	- Discussion	Defensive Driving
- "The Mystery Crash"	- Newspapers	
- How to Avoid Other Common Types of Collisions	- Guest speaker	

Criteria:
- demonstrate mastery of material on tape and workbook
- demonstrate mastery of material presented in audio-visual format
- demonstrate mastery in Drivers Training course
- demonstrate mastery in road test

LAS/ear

UNIT: CARS AND TRANSPORTATION

Subject: Planes and Ships

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Schedules: reading and comprehending	- Practical application	- See media center.
- Off season rates	- Film strips	
- Finding departure and arrival points	- Films	
- Selecting correct schedules	- Workbooks	
	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- read meaningfully the variety of schedules associated with planes and ships including computer printouts in terminals
- list and explain procedures for discovering various rates for travelling

LAS/ear

UNIT: CARS AND TRANSPORTATION

Subject: Buses and Trains

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Schedules: reading and comprehending	- Practical application	- See media center.
- Off season rates	- Film strips	
- Finding departure and arrival points	- Films	
- Selecting correct schedules	- Workbooks	
	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- read meaningfully the variety of schedules associated with buses and trains including computer printouts in terminals
- list and explain procedures for discovering various rates for travelling

LAS/ear

UNIT: CARS AND TRANSPORTATION

Subject: Travel and Travel Agencies

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Maps	- Practical application	- See media center.
- Road signs	- Film strips	
- Time tables	- Films	
- Travel ads	- Workbooks	
- Lodging and reservations	- Microcomputer	
- Budgeting for trip	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- list services provided by travel agencies
- list procedures for planning trip
- demonstrate mastery of road signs
- demonstrate understanding of road maps - distance - route - cities etc.
- demonstrate budgeting by drawing up accurate budget for hypothetical trip
- provide all planning for hypothetical trip

LAS/ear

UNIT: GOOD HEALTH

Subject: Nutrition

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Food groups	- Practical application	- See media center.
- Calories	- Film strips	641:Kits: Food and Nutrition
- Study of junk foods	- Films	Nutrition and Good Health
- Food preparation	- Workbooks	Films: Food and Nutrition Menu
	- Microcomputer	Your Food
	- Discussion	VideoCassettes: You Are What You Eat
	- Newspapers	National Mulch
	- Guest speaker	

Criteria:
- list basic food requirements per day
- list food groups
- list basic calorie intake requirement per day
- demonstrate preparation of foods to reduce loss of nutrients and increase of empty calories
- list changes in nutrition needs for various life situations i.e. pregnancy

LAS/ear

UNIT: GOOD HEALTH

Subject: Best Values for Your Food Dollar

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Reading labels	- Practical application	- See media center.
- Brand comparisons	- Film strips	Film Strip Kits:
- Advertising influences	- Films	- Consumer Ed. series
- Following recipes	- Workbooks	
- Size and price comparison	- Microcomputer	
- Unit pricing	- Discussion	
- Using coupons	- Newspapers	
- Price comparisons	- Guest speaker	

Criteria:
- list procedures for making comparisons - include quantity, quality, pricing, convenience etc.
- demonstrate comparison shopping using newspaper, telephone, flyer etc
- explain and list information found on labels
- discuss coupons and show savings involved, also the promotion give-aways in stores

LAS/ear

UNIT: GOOD HEALTH

Subject: Food Safety and Storage

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Methods of storing	- Practical application	- See media center.
- Which methods best for which foods	- Film strips	641.3 Food: Film Strips Kit
- Length of storage time	- Films	
	- Workbooks	
	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- list methods of storage and the appropriate foods for each method
- state time length of various storage methods for maintenance of quality in foods
- demonstrate several methods of storage for several common foods for varying lengths of time from 24 hrs to 6 months

LAS/ear

UNIT: GOOD HEALTH

Subject: Exercise

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Cardio-vascular fitness	• Practical application	- See media center.
- Exercise of spot reducing	• Film strips	Film: A Matter of Attitude
- Exercise for body building	• Films	613.7 - Fito In (?) 613 - The Body Works (may be too elementary)
- Maintenance exercise programs	• Workbooks	
	• Microcomputer	
	• Discussion	
	• Newspapers	
	• Guest speaker	Red Deer College Fitness Instructor through Rocky Rec. Dept.

Criteria: - explain different types of exercise programs
- list reasons for establishing an exercise program

LAS/ear

UNIT: GOOD HEALTH

Subject: Losing and Gaining Weight

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Effect of weight loss on body	- Practical application	- See media center.
- Effect of weight gain on body	- Film strips	Video Cassette: You Are What You Eat
- Basic daily calorie needs	- Films	
- Safeguards to weight loss or gain	- Workbooks	
- Flows in popular diets	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria: - list reason for contacting doctor if going on a diet
- name basic flows relevant to each of 4 popular weight loss diets currently in vogue

LAS/ear

UNIT: GOOD HEALTH

Subject: Accident Prevention

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- At home	- Practical application	- See media center.
- Boating	- Film strips	Films: Play It Safe Electrically Machine Shop Safety Farm Implement Safety Electricity - Handle With Care
- Skiing	- Films	
- Team sports	- Workbooks	
- Driving	- Microcomputer	
- At work	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria: - be able to spot dangerous practice in a variety of situations on film and in real life situations

LAS/ear

UNIT: GOOD HEALTH

Subject: Simple First Aid

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Sunburn	- Practical application	- See media center.
- Heat stroke	- Film strips	Films: 614.8 St. John's First Aid Help Is.
- Chemical burns	- Films	
- Bee sting	- Workbooks	
- Drug overdose	- Microcomputer	
- Recognizing the problem	- Discussion	
- Taking simple steps to treat and comfort the victim	- Newspapers	
- Contacting professional emergency assistance	- Guest speaker	
- Bleeding		
- Animal bites		

UNIT: GOOD HEALTH

Subject: Simple First Aid (continued)

Topic	Suggestions	Materials
- Cuts		
- Poisoning		
- Choking		

Criteria: - pass St. John's Ambulance Training level 1

LAS/ear

UNIT: MONEY MANAGEMENT

Subject: Budgeting

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Percentage of income allocated to various requirements	- Practical application	- See media center.
- Define requirements that are essential from those non-essential requirements	- Film strips	332 Book
- Study variety of budgeting formats	- Films	- Money and Banking - Budgeting - Credit - Taxes
	- Workbooks	- Insurance - Health - Life
	- Microcomputer	332.024
	- Discussion	Money and The Market Place - Make a Plan
	- Newspapers	
	- Guest speaker	

Criteria:
- separate essential from non-essential requirements
- list the circumstances that delimit essential/non-essential requirements
- draw up working budgets for at least 3 hypothetical situations

LAS/ear

UNIT: MONEY MANAGEMENT

Subject: Saving Accounts

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Payroll deductions	- Practical application	- See media center.
- Regular and special	- Film strips	See other areas
- Interest rates	- Films	
- Term deposits	- Workbooks	
- RRSP	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- outline different types of savings plans and advantages of each
- outline procedures for shopping for best interest
- list the points to compare when shopping for the best savings plan
- demonstrate ability to open account after shopping for best type

LAS/ear

UNIT: MONEY MANAGEMENT

Subject: Chequing Accounts

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Various types available	- Practical application	- See media center.
- Interest rates	- Film strips	See other areas
- Additional features and services	- Films	
- How to comparison shop	- Workbooks	
	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- demonstrate comparison shopping for an appropriate chequing account
- list procedures for chosing an appropriate chequing account
- demonstrate procedure for opening a chequing account
- list the additional services and features available

LAS/ear

UNIT: MONEY MANAGEMENT

Subject: Tax Returns

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Practical training	- Practical application	- See media center.
- Alternative procedures for tax returns	- Film strips	Complete Consumer Series 332.7
- Selling tax payments	- Films	Reading is Believing - Taxing tasks - Who are you calling a taxpayer - Factor facts
	- Workbooks	
	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- list the information to be collected
- explain procedure for obtaining lost T4 slips
- list variety of methods for dealing with income tax forms
- list the advantages and disadvantages of selling tax payments
- demonstrate ability to fill out income tax return

LAS/ear

UNIT: MONEY MANAGEMENT

Subject: Applying for Credit

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Functions of credit	- Practical application	- See media center.
- Responsibilities	- Film strips	332.7 VT Complete Consumer Series
- Consequences of abusing it	- Films	Title: - Credit use and Abuse - Types of credit contracts
	- Workbooks	332.7 VT - Business of Being Consumer - Budgeting the Mechanics
	- Microcomputer	332.7 VT - Great Cake Bake Mistake
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- list advantages of credit buying
- list disadvantages of credity buying
- discuss situation where credit buying is valuable
- discuss situation where credit buying is inappropriate
- demonstrate the price of credit use
- discuss credit rating

LAS/ear

UNIT: MONEY MANAGEMENT

Subject: Cash Loans

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Collateral	- Practical application	- See media center.
- Procedure	- Film strips	
- Different loans available	- Films	
- Different places to get loans	- Workbooks	
- Importance of loan contract	- Microcomputer	
- Responsibilities of repaying	- Discussion	
- Consequences of failure to pay	- Newspapers	
	- Guest speaker	

Criteria:
- list procedures for shopping for best loan
- list reasons for choosing a loan approach
- list various features routinely available in a reasonable loan
- list various features to be avoided in selecting a loan
- discuss approaches and consequences of loan default

LAS/ear

UNIT: MONEY MANAGEMENT

Subject: Installments and Credit Cards

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Revolving charges	- Practical application	- See media center.
- Installment purchases	- Film strips	332.024 VT Money and the Market Place
- Credit laws	- Films	- Credits, Contracts and Loans
- Law-away plans	- Workbooks	- You the Consumer
- Bank loans	- Microcomputer	
- Charge accounts	- Discussion	
- Fluctuations of interest rate	- Newspapers	
	- Guest speaker	

Criteria:
- list variety of methods for amortizing
- list disadvantages of various payment arrangements
- list advantages of various payment arrangements
- provide a total price for various payment arrangements and draw comparisons

LAS/ear

UNIT: MONEY MANAGEMENT

Subject: Establishing Credit Rating

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- The importance of credit rating	- Practical application	- See media center.
- The procedure for obtaining credit rating	- Film strips	
- The establishments which assist in providing credit rating	- Films	
- The meaning of credit rating	- Workbooks	
- The confidentiality of credit rating	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- define and outline procedure for acquiring credit rating
- discuss advantages of having a credit rating
- discuss disadvantages of a poor credit rating or no credit rating

LAS/ear

UNIT: MONEY MANAGEMENT

Subject: Insurance

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Types	- Practical application	- See media center.
- Premiums	- Film strips	
- Coverage	- Films	
- Agencies	- Workbooks	
	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- list three types of insurance and three advantages and disadvantages of each
- define premium and explain hidden costs
- define coverage and explain possible riders
- discuss the various agencies in terms of overall or specialty coverage/ownership/different in rates etc.

LAS/ear

UNIT: MONEY MANAGEMENT

Subject: Investments

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Types of investments	- Practical application	- See media center.
- Advantages of each	- Film strips	
- Disadvantages	- Films	
- Guaranteed vs. non-guaranteed investments	- Workbooks	
- Blue chip	- Microcomputer	
- Stock market shares	- Discussion	
- Gold and silver	- Newspapers	
- Company shares	- Guest speaker	

Criteria:
- demonstrate ability to understand stock market by role-playing investments in a variety of shares etc. over a period of one month
- maintain a graph of gains/losses
- given 3 hypothetical situations demonstrate knowledge of appropriate type of investments for each given situation

LAS/ear

UNIT: MONEY MANAGEMENT

Subject: Bankruptcy

Objective: To demonstrate ability to function independently.

Topic	Suggestions	Materials
- Definition	- Practical application	- See media center.
- Reasons leading to bankruptcy	- Film strips	
- Repercussions to investors	- Films	
- Repercussions to creditors	- Workbooks	
- Law regarding bankruptcy	- Microcomputer	
	- Discussion	
	- Newspapers	
	- Guest speaker	

Criteria:
- define and discuss bankruptcy
- outline procedures if you are owner of a company that goes bankrupt
- outline procedures if you are employer of a company that goes bankrupt
- outline procedures if you are creditor of a company that goes bankrupt
- outline procedures if you are investor in a company that goes bankrupt

LAS/ear

APPENDIX 2

COPIES OF QUESTIONNAIRES AND ASSESSMENT INSTRUMENTS

STUDENT
ATTITUDE SURVEY
L.A. Splett
Pre-post Measurements
Interval - 1 yr.

Strongly Agree: SA Agree: A Disagree: D

		SA	A	D
1.	Counting money is easy.	SA	A	D
2.	Buying my own clothes is successful.	SA	A	D
3.	I like cooking.	SA	A	D
4.	Team sports are most fun.	SA	A	D
5.	Individual sports are best.	SA	A	D
6.	I have at least two hobbies.	SA	A	D
7.	I understand how my parents feel.	SA	A	D
8.	My parents and I get along well.	SA	A	D
9.	Sewing is a skill I know.	SA	A	D
10.	School is enjoyable.	SA	A	D
11.	I am learning useful skills in school.	SA	A	D
12.	I can see how the skills I am learning will be useful when I am on my own.	SA	A	D
13.	The kids in school are mostly nice.	SA	A	D
14.	The kids in school are mostly not friendly.	SA	A	D

Strongly Agree: SA Agree: A Disagree: D

		SA	A	D
15.	It is easy to make friends here.	SA	A	D
16.	It is easy to keep the friends you make.	SA	A	D
17.	The teachers here do not really help me.	SA	A	D
18.	The teachers here are very helpful to me especially.	SA	A	D
19.	Keeping my temper is a problem for me.	SA	A	D
20.	I am scared about leaving school and looking after myself.	SA	A	D
21.	I understand about pay deductions from salaries earned.	SA	A	D
22.	I have my driver's license.	SA	A	D
23.	I have spent time with very young people on' a work project.	SA	A	D
24.	I have spent time with very old people on a work project.	SA	A	D
25.	I can fill in a bank deposit slip.	SA	A	D
26.	I understand the bills I need to pay if I live alone.	SA	A	D
27.	I can balance my bank book.	SA	A	D
28.	I can write out a cheque.	SA	A	D
29.	I know how to take an inventory.	SA	A	D

Strongly Agree: SA Agree: A Disagree: D

		SA	A	D
30.	I know how to comparison shop.	SA	A	D
31.	The time I spend in school is wasted.	SA	A	D
32.	I find I can tell people how I feel without getting mad or crying.	SA	A	D
33.	It is okay if I do not agree with my parents.	SA	A	D
34.	It is okay if I do not agree with the kids in class.	SA	A	D
35.	It is okay if I do not agree with my teachers.	SA	A	D
36.	My two best friends are going to school.	SA	A	D
37.	My two best friends are not in school.	SA	A	D
38.	My two best friends are working.	SA	A	D
39.	My two best friends are not working.	SA	A	D
40.	T.V. is better than books.	SA	A	D
41.	Hobbies are better than driving around.	SA	A	D
42.	I know exactly what I am good at.	SA	A	D
43.	My efforts are usually successful when I try new things.	SA	A	D
44.	I like it best when I do things I have already learned.	SA	1A	D

Strongly Agree: SA Agree: A Disagree: D

		SA	A	D
45.	I think I am pleased with the person I am.	SA	A	D
46.	I am glad to be me.	SA	A	D
47.	I like the idea of living a long life.	SA	A	D

pp. 136 to 140
are blank, report
continues on p. 141

Alberta
EDUCATION

ATTITUDES TOWARD THE WORLD OF WORK

School Code

DEPT USE

School Name

Program you are in or intend to take:
- ○ Technical and trades
- ○ Academic
- ○ Business
- ○ General
- ○ Undecided
- ○ No main emphasis

Grade ⑨ ⑩ ⑪ ⑫

Sex Ⓜ Ⓕ

① ② ③ ④ ⑤ ⑥

What kind of job most interests you as a career?

Do you have a regular part-time job? ○ Yes ○ No

Did you have a full-time job last summer? ○ Yes ○ No

USE HB PENCIL ONLY
MARK ONLY WHERE INDICATED

Following are 75 statements of attitudes toward work (both sides of page). Indicate how much you agree with each one by darkening the corresponding response.

SD=STRONGLY DISAGREE; D=DISAGREE; U=UNDECIDED; A=AGREE; SA=STRONGLY AGREE

1. I would like a job where you can do your own thing.	SD	D	U	A	SA
2. I would like a job where I would deal with other people.	SD	D	U	A	SA
3. I would like a job that I can work at for several years.	SD	D	U	A	SA
4. I would like a job with high pay.	SD	D	U	A	SA
5. I would like a job that is still mine when other people are being laid off	SD	D	U	A	SA
6. Employers are always trying to push their employees to work harder.	SD	D	U	A	SA
7. To be unemployed is shameful.	SD	D	U	A	SA
8. In getting a job, it is more important to know somebody,than to know something.	SD	D	U	A	SA
9. There are jobs available for those who want them.	SD	D	U	A	SA
10. The first job that I get will likely be interesting.	SD	D	U	A	SA
11. Most employers think that profits are more important than staff benefits.	SD	D	U	A	SA
12. Most employers are flexible about the way in which their employees dress, provided that the employees get the job done.	SD	D	U	A	SA
13. Earning a living should be fun.	SD	D	U	A	SA
14. A person's major responsibility is to support his or her family.	SD	D	U	A	SA
15. I would like a job where the harder you work, the higher your salary becomes.	SD	D	U	A	SA
16. I would like a job which is a challenge to my abilities.	SD	D	U	A	SA
17. I would like a job where the boss lets you decide how something should be done.	SD	D	U	A	SA
18. My speaking skills are good enough for me to be successful in the job that I choose.	SD	D	U	A	SA
19. I think that I will be able to meet the requirements of the job that I choose.	SD	D	U	A	SA
20. A person should feel a little ashamed for doing a sloppy job.	SD	D	U	A	SA
21. The more work experience you have, the higher your salary should be.	SD	D	U	A	SA
22. One of the most important things about a job is to know that you are doing the best you can.	SD	D	U	A	SA
23. One of the most important things about a job is to be able to keep it as long as you want it.	SD	D	U	A	SA
24. Few things in life are more important than a big salary.	SD	D	U	A	SA
25. There is very little that is taught in high school that will be of use on a job.	SD	D	U	A	SA
26. Most employers don't really want to get to know their employees very well.	SD	D	U	A	SA
27. I would rather have a job with low pay that I liked, than a job with better pay that I did not like.	SD	D	U	A	SA

28. Opportunity for growth is more important than making friends on a job.
29. To be a success you must have a job with a high salary.
30. Sometimes a person will have to make sacrifices in order to get ahead in a job.
31. Sometimes you have to choose between having friends, and getting ahead on the job.
32. Schools are pretty good at teaching you about how to look for a job.
33. Nowadays there is not enough work to go around for everyone, so I'll not worry too much about getting a job.
34. I would like to find a job where you have to keep your mind active.
35. I would like a job that allows you to daydream while you work.
36. I would like a job that is interesting.
37. I would like a job where you work in a group with others.
38. I am looking forward to supporting myself by getting a job.
39. I see that a first job is really a stepping stone for a career.
40. If my job got boring, I would quit.
41. I would like a job where you can be your own boss.
42. I would like a job that allows you to make lots of overtime pay.
43. Employers are prepared to pay good wages in order to keep qualified staff happy.
44. Employers seem concerned only with getting as much out of their employees for as little as possible.
45. I would like a job where it is difficult to be fired.
46. I would like a job that has some excitement associated with it.
47. Most employers are prepared to give a fair wage for an honest day's work.
48. Most employers are prepared to reward good effort.
49. To have a job is the duty of every Canadian.
50. Getting a good job is usually a matter of luck--being in the right place at the right time.
51. I would move away from my home town in order to get the job that suited me.
52. I would like to work as part of a team.
53. All people should work.
54. When I finish my education, I'll be able to get the kind of job that I want.
55. Wasting time on a job wouldn't bother me very much.
56. Most jobs are pretty interesting.
57. It's better to hold on to a boring job than to risk changing to a new one.
58. Most employers don't want employees who have minds of their own.
59. One of the most important things about a job is to have the respect of the other people who work at the same place.
60. More than ever before, there is a greater variety of job opportunities.
61. To be successful, it is important to know someone in the right place.
62. Most employers are prepared to give their employees credit for their original ideas.
63. Most jobs are competitive, so you have to do a better job than the next person.
64. It is unlikely that you can get a decent job if you don't join a union or association.
65. Earning a living is the most important thing in adult life.
66. After you have worked for several months, you have every right to quit your job and go on unemployment insurance.
67. I think that I know what the requirements of most jobs are.
68. It's usually possible to get the training needed for a job.
69. A person should try to do a good job whether or not the boss is around.
70. I am prepared to work hard for good wages.
71. When I am ready to go to work, I'll probably have to take what is available rather than what I really want.
72. I feel confident that I will be able to handle the next step in my training.
73. One of the most important things in a job is to have friendly co-workers.
74. I would like to be free to move from one company to another as my interests change.
75. Frankly, when I get a job I don't really want to work very hard.

This employment questionnaire is partially funded by Planning and Research, Alberta Education. It has the approval of the Rocky Mountain School Division No.15. There will be a follow-up questionnaire in June, 1981, 1982, and 1983. Please respond with your sincere feelings; we are not interested in individual responses; rather we are desirous to know the trend of feeling within the community. Thank you for your co-operation.

	Agree Strongly	Agree Somewhat	Undecided	Disagree Somewhat	Disagree Strongly
1. I believe a prospective employee should have a grade 10 education or better.	1	2	3	4	5
2. I believe a prospective employee should have a grade 12 education or better.	1	2	3	4	5
3. It is necessary for an employee in this establishment to be able to read at a grade 10 level or higher.	1	2	3	4	5
4. An employee in this establishment needs only a grade 5 reading level to be efficient.	1	2	3	4	5
5. An employee in this establishment requires grade 10 mathematics or higher.	1	2	3	4	5
6. An employee in this establishment requires no more than grade 8 mathematics skills.	1	2	3	4	5
7. An employee in this establishment requires no more than grade 5 mathematics skills.	1	2	3	4	5
8. I would not hire an employee who did not complete grade 12.	1	2	3	4	5
9. I would not hire an employee who did not complete grade 10.	1	2	3	4	5
10. I would not hire an employee who did not complete grade 8.	1	2	3	4	5
11. If I am hiring, attitudes of a prospective employee are more important than the educational level of the prospective employee.	1	2	3	4	5
12. I would hesitate to hire an employee who had required special training due to low intellectual ability.	1	2	3	4	5
13. I consider attitudes more important in a prospective employee than the intellectual level of the candidate.	1	2	3	4	5
14. I would be willing to hire employees who were unable to complete grade 8 due to lack of academic ability if they could demonstrate mastery of skills for the prospective job.	1	2	3	4	5

15. At the present time there are more than three positions in this establishment that could be filled by a person who was unable to complete grade 8 due to lack of academic ability, but could demonstrate mastery of skills for the prospective job. 1 2 3 4 5

16. At the present time there is only one position in this establishment that could be filled by a person who was unable to complete grade 8 due to lack of academic ability, but could demonstrate mastery of skills for the prospective job. 1 2 3 4 5

17. At the present time there are no jobs in this establishment that could be filled by a person who was unable to complete grade 8 due to lack of academic ability, but could demonstrate mastery of skills for the prospective job. 1 2 3 4 5

18. The main types of employment in this establishment are:

    a)
    b)
    c)

19. Please list the three characteristics you consider the most important in your hiring practices: (ie. - honesty, academic excellence, pleasant personality, willingness to work hard, desire to perform a job well, ability to work on his/her own, others).

Thank you for the time you have taken. This questionnaire is confidential - we are interested in general trends not individual responses.

PARENT QUESTIONNAIRE

	NO	YES
1. Is your child more or less cooperative now then prior to entering the program?	( )	( )
2. Is your child more or less helpful around the house now or prior to entering the program?	( )	( )
3. Are the interactions you have with your child more or less positive now then prior to entering the program?	( )	( )
4. Can you see your child having a more positive attitude toward school now than prior to entering the program?	( )	( )
5. Can you perceive your child having developed a wider, more appropriate circle of friends now then prior to entering the program?	( )	( )
6. Is your child demonstrating a better money sense now then prior to entering the program?	( )	( )
7. Does your child have adequate practical knowledge to become self-sufficient?	( )	( )
8. Does your child demonstrate sufficient independence to be trusted in situations requiring common sense and decision making abilities?	( )	( )
9. Do you see your child becoming an independent adult in our society?	( )	( )
10. Could you trust your child to run your home successfully if you were hospitalized for two weeks?	( )	( )

APPENDIX 3

ACADEMIC ACHIEVEMENT FOR YEARS 1 & 2 OF STUDY

Year 1 Project and Comparison Group Achievements in Reading, Mathematics and Spelling

At the end of the first year the WRAT subtests in Reading, Mathematics and Spelling were administered to the CESP project group and to the comparison groups. Averages of mental ages varied significantly among groups and for this reason analysis of covariance procedures were used to adjust group means. Mental age was used as the covariate. Tables XC to XH display the relevant findings. The statistical significance of differences between adjusted means was determined by using the Tukey procedure in pair-wise comparisons.

Year 1 Reading Achievement

Table XC indicates that one or more significant differences ($p < .01$) occurred in pair-wise comparisons between groups for both mental age and reading achievement. Table XB indicates that the achievement differences, using adjusted means for reading, favoured the Project Experience group in all comparisons. That is, the Project Experience class out-performed ($p < .05$) the other two control groups and the target group when differences were computed using adjusted averages for reading. At another level of significance ($p < .01$) there was no difference in reading level between the Project Experience and the CESP (Target) group.

Table XC

Summary of Analysis of Covariance: Reading by Group with Mental Age

Source	DF	Mean Square	F
Covariate	1	56.669	23.12**
Groups	3	14.404	5.88**
Within	24	2.451	

**$p < .01$

Table XD

Grade Equivalent Means in WRAT Reading

	CESP	Sundre	Lacombe	Experience
Unadjusted	5.84	5.87	4.21	9.27
Adjusted	5.98	5.63	4.78	8.69
Differences* at $p < .05$	a	a	a	b
Differences* at $p < .01$	ab	a	a	b

*Note: adjusted group means with no shared subscripts are significantly different.

Year 1 Math Achievement

Analysis of covariance procedures were used to adjust the WRAT Mathematics scores according to differences in mental age. Once again, mental age was used as the covariate. Table XE indicates that at least one difference in mental age occurred in the pair-wise comparisons using this variable. As with reading,

. . . 2

one or more significant differences ($p<.01$) occurred in comparisons of math achievement between pairs of groups. Table XF indicates that the Project Experience control group achieved significantly higher in math ($p<.01$) in comparisons with each of the CESP (Target), Sundre and Lacombe groups. No significant differences between the Target Group and Sundre or Lacombe were revealed by the Tukey Test.

Table XE

Summary of Analysis of Covariance: Mathematics by Group with Mental Age

Source	DF	Mean Square	F
Covariate	1	91.03	48.43**
Groups	3	30.87	16.43**
Within	24	1.88	

**$p<.01$

Table XF

Grade Equivalent Means in WRAT Mathematics

	CESP	Sundre	Lacombe	Experience
Unadjusted	3.81	4.51	3.46	9.73
Adjusted	3.99	4.17	4.22	8.94
Differences* at $p<.05$	a	a	a	b
Differences* at $p<.01$	a	a	a	b

*Note: pairs of adjusted group means with no shared subscripts are significantly different.

Year 1 Spelling Achievement

The results for spelling corresponded to the findings for reading; the Project Experience control group out-performed all others ($p<.05$) including the CESP Target Group. However, at another level of statistical significance ($p<.01$), there was no significant difference between the Target Group and the Project Experience class. Tables XG and XH display the findings.

Table XG

Summary of Analysis of Covariance: Spelling by Group with Mental Age

Source	DF	Mean Square	F
Covariates	1	64.64	18.944**
Groups	3	14.56	4.27 **
Within	24	3.41	

**$p<.01$

Table XH

Grade Equivalent Group Means for Spelling

	CESP	Sundre	Lacombe	Experience
Unadjusted	5.84	5.87	4.21	9.27
Adjusted	5.98	5.63	4.78	8.69
Differences* at p <.05	a	a	a	b
Differences* at p <.01	ab	a	a	b

*Note: pairs of adjusted group means with no schared subscripts are significantly different.

Year 1 Academic Achievement Generally: Conclusions

Since entry level (pretest) scores were not available for any of the groups, unequivocal conclusions cannot be made concerning relative gains in academic achievement during Year 1. One can conclude, however, that the Project Experience group has achieved academically at a higher level as a consequence of its total years of schooling. The Project Experience group had a significantly higher I.Q. than the other groups. One cannot infer from the Year 1 data that differences in academic performance existed among the other groups; the CESP (Target) Group appeared to exhibit a similar level of competence in reading, mathematics and spelling as its counterparts in Sundre and Lacombe. Academic objectives were likely achieved equally well among these groups during Year 1.

Year 2:Target Group (CESP)
Achievements in Reading, Mathematics and Spelling

The Wide Range Achievement Test (WRAT) was used as the indicator of academic achievement. Tables XA and XB display the WRAT subtest year-end averages for mathematics, reading and spelling from administrations in the spring of 1981 and 1982. Gains in achievement levels between the end of year 1 and year 2 were 0.04 and 0.10 grade equivalents for mathematics and reading respectively. A loss of 0.52 grade equivalents occurred in spelling. None of these differences reached statistical significance. The conclusion is that there were no significant gains or losses in academic achievement during the second year of the project.

Table XA

Descriptive Statistics for WRAT Scores of Initial Target Groups

	Grade Equivalents by Test for 1981 and 1982					
	Math		Reading		Spelling	
	1981	1982	1981	1982	1981	1982
$\bar{X}$	4.08	4.04	5.86	5.96	3.64	3.12
S.D.	.89	1.07	1.35	1.41	1.85	1.98

N=5

Table XB

Comparisons of WRAT Subtest Means for Initial Target Groups: 1981 vs. 1982

Test	N	Diff.	t	Prob.
Math	5	.04	.183	>.80
Reading	5	.10	.952	>.50
Spelling	5	-.52	-1.198	>.10

APPENDIX 4

RESULTS OF EMPLOYER QUESTIONNAIRE - YEAR 1

d. Employers' Opinions

The Employer Questionnaire was completed by the community worker in an interview setting with the employer. It was believed the response would be higher using this procedure.

i) Summary of Responses to Employer Questionnaire

1. Employers showed a definite bias for hiring students with grade 10 or better but were equivocal about whether graduation from high school was necessary.
2. The majority of employers felt employee attitude was more important than the academic level attained (11 out of 12).
3. Employers felt employee attitudes were more important than intellectual ability if they could demonstrate competency in skills required for the job.
4. Employers were reluctant to label job positions in their firm as not requiring a grade 8 level of academic ability.

The responses to question #18 "The main types of employment in this establishment are" were as follows:

Salesperson	Office
Cashier	Markers
Shelf stacker	Bookkeeper
Receiver	Person able to do a variety of crafts

The responses to question #19 "Please list the three characteristics you consider the most important in your hiring practices, i.e.:

Honesty	Academic Excellence
Pleasant Personality	Willingness to work hard
Desire to perform a job well	Ability to work on his/her own
Others	

are summarized as follows:

All respondents listed Honesty.
11 out of 12 respondees listed Honesty first.

All respondents listed Pleasant Personality.
10 out of 12 respondees listed Pleasant Personality second.

7 respondees listed Willingness to work on own.

5 respondees listed Willingness to work hard.

Other responses included Academic Ability and Cleanliness as important characteristics.

ii) Interpretation of Responses to Employer Questionnaire

Employers are aware of the students entering the work force who have not the ability to complete an academic program. These employers are responding in a positive manner to the felt needs of these students but demonstrate difficulty in recognizing within their own work places the positions which these students could competitively fill. The emphasis on honesty, diligence and a cooperative spirit are unanimous and suggest that our target students have equal opportunities in the job market.

The most obvious need as demonstrated in this questionnaire is to educate prospective employers regarding the capabilities of the prospective employees and to assist in matching these prospective employees to the jobs available.

APPENDIX 5

LIST OF CATERING SKILLS

Communication

Listening Skills

- Planning food
- Assigning jobs
- Following recipes
- Shopping tasks
- Ordering
- Verbal communication with suppliers and school board

Reading

- Grocery lists
- Recipes
- Newspaper ads

Written

- Recipes
- Grocery lists
- Signs
- Bookkeeping

World of Work

- Food service
- All aspects

Understanding self; Getting along with others

- Job tasks assigned
- In pairs or groups
- Meeting school board

Prepare Inservice Banquet for 200 Teachers

Money Management

- School board will pay us the same as a regular caterer
- Good management provides us with profit for recreation program.

Specific Work Tools

- All cooking utensils - deep fryer, roaster, knives, measuring cups, ovens, freezers, coolers

Travel Skills

- To Co-op or other supermarkets

Computation

- Measuring for recipes
- Doubling recipes
- Quantities for 200
- Consumer pricing
- Cost analysis
- Record of expenses
- Ordering quantities
- Filling all bowls with correct quantities

Following Directions

- Once skill has been learned, jobs are assigned and a student is expected to complete it

Citizenship

- Class loyalty
- Accomplishment of a job well done
- Working with others
- Providing a service to the public

Personal Care and Cleanliness

- Restaurant standard for workers
- Clean clothing and hands

Prepare Inservice Banquet for 200 Teachers

Manual Dexterity

- Hand-eye co-ordination in chopping
- Working with hot tools and food

Safety

- Safe use of all kitchen equipment
- First aid for burns

PIONEER SCHOOL

Office of The Principal
Phone: 845-2468

5516 - 54 Street
Rocky Mountain House, Alberta
T0M 1T0

Mr. J. Ronjom
Superintendent of Schools
Rocky Mtn. School Div. #15
Rocky Mtn. House, Alta.
T0M 1T0

May 24, 1983

Dear Mr. Ronjom:

I wish to thank you for the opportunity to do the Inservice Day Banquet.

I have provided an outline of the integrated approach to my lesson plans and the timetable we used. Mrs. Schamehorn has put together all the materials the students were required to keep including - recipes which were tested; consumer pricing lists; grocery lists; and record of costs.

The cost of having the lunch catered professionally would have been $6.00 per plate for 200 plates. The Pioneer Student's Council has covered our costs. As you can see we have made a substantial profit which will be applied to our field trips.

The learning experience afforded my students was immeasurable.

Sincerely,

Mrs S. Rockel.

Mrs. S. Rockel